

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180131

Grants.gov Tracking#: GRANT12659966

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180131

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Northern Illinois University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

36-6008480

* c. Organizational DUNS:

0017455120000

d. Address:

* Street1:

1425 W. Lincoln Highway

Street2:

Lowden 203

* City:

DeKalb

County/Parish:

Illinois

* State:

IL: Illinois

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

60115-2828

e. Organizational Unit:

Department Name:

Center for SE Asian Studies

Division Name:

Liberal Arts and Sciences

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Maria

Middle Name:

* Last Name:

Nihei

Suffix:

Title:

Research Development Specialist

Organizational Affiliation:

Northern Illinois University

* Telephone Number:

8157531581

Fax Number:

8157536081

* Email:

asosp@niu.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

The Center for Southeast Asian Studies at Northern Illinois University 2018 NRC and FLAS Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,484,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,484,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Northern Illinois University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	124,985.00	127,484.00	120,669.00	123,082.00		496,220.00
2. Fringe Benefits	36,336.00	37,062.00	36,445.00	37,175.00		147,018.00
3. Travel	53,999.00	44,531.00	52,568.00	48,163.00		199,261.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	3,750.00	2,000.00	5,000.00	2,000.00		12,750.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	30,930.00	38,923.00	35,318.00	39,580.00		144,751.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,000.00	250,000.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	351,000.00	351,000.00	351,000.00	351,000.00		1,404,000.00
12. Total Costs (lines 9-11)	621,000.00	621,000.00	621,000.00	621,000.00		2,484,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): U.S. Department of Health and Human Services

The Indirect Cost Rate is 32.90 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180131

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Northern Illinois University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180131

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kellie Dyslin	Associate Director - Pre-Award
APPLICANT ORGANIZATION	DATE SUBMITTED
Northern Illinois University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Northern Illinois University"/> * Street 1 <input type="text" value="1425 W. Lincoln Highway"/> Street 2 <input type="text" value="Lowden 203"/> * City <input type="text" value="DeKalb"/> State <input type="text" value="IL: Illinois"/> Zip <input type="text" value="60115-2828"/> Congressional District, if known: <input type="text" value="IL-016"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Kellie Dyslin"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Kellie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Dyslin"/> Suffix <input type="text"/> Title: <input type="text" value="Associate Director, Pre-Award, Sponsored Prog"/> Telephone No.: <input type="text" value="815-753-1581"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-General Education Provisions Act Fina

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GENERAL EDUCATION PROVISION ACT

At NIU we practice diversity in all aspects of campus life and governance by recognizing and respecting differences, acknowledging similarities, engaging with many voices and perspectives, and embracing and enhancing cultural competency. In building a more inclusive campus, NIU has created an Office of Academic Equity and Inclusion, which coordinates and implements goals set forth by the President's Diversity and Inclusion Task Force. Through these goals, NIU strives to coordinate programs with the main objective of supporting a diverse student population, providing access to high-quality educational programs, and increasing retention and graduation rates of our minority students.

A diverse faculty expands the range of research and teaching interests at an institution as well as provides role models for a diverse student population. CSEAS has an equal representation of female and male associates from a variety of backgrounds, who have courses that are often cross-listed with other academic diversity centers. CSEAS offers a selection of courses on gender in SEA, which are cross-listed as courses for the Women and Gender studies minor. CSEAS aims to include a segment into the Sociology of Race and Ethnicity course as part of the minor, which is included in minors in Black studies and Latino/Latin American studies. These partnerships with academic diversity centers on campus have elevated our access to recruit minority students at NIU and students from minority serving community colleges. Of the 30 SEA studies minors now enrolled, 19 (63%) are women, and 15 (50%) are non-white ethnic minorities.

CSEAS is committed to equal opportunity hiring practices and academic opportunities that do not discriminate on the basis of race, color, religion, sex, national origin, sexual orientation, age, marital status, disability, political affiliation, or status as a disabled veteran or veteran of the Vietnam era. This policy statement is applicable to all employment practices and educational activities including but not limited to hiring, demotion, discipline, transfer, recruitment, grading, admission, advertisement, compensation, or any other related employment or academic benefit. It also extends to how we represent ourselves. Since 2010, CSEAS has been certified with NIU's Ally Program, a campus-wide initiative to foster a welcoming and supportive environment for LGBTQ individuals.

CSEAS is committed to making course content accessible to all students. If English is not a student's first language, CSEAS faculty members will work to bridge any language issue. Students have the right to request disability-related accommodations. CSEAS recommends all syllabi to include "If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible," and provides students with contact information for these resources. NIU provides academic accommodations that include: Braille, tactile drawings, closed captioning, audio recordings, electronic text and interpreting services for classes. In 2003 CSEAS devised a Braille map of SEA available to any student needing assistance in learning the geography of SEA. Our website and online SEAsite language resource made accessible to those with sight-impairments by including the option to hear text read aloud.

CSEAS adheres to NIU Graduate School policies that encourage equitable distribution of FLAS awards among disciplines and underrepresented groups. We view such guidelines as our minimal obligation to assure that protected-class persons are provided every opportunity, and we are continually seeking new avenues for advertising our FLAS awards to minority colleges, especially in view of newest initiatives with Title V and Title III institutions. CSEAS gives preference to undergraduate and graduate FLAS applicants who demonstrate financial need by

having little to no Expected Family Contribution (under \$1,000). This preference is expressed in the FLAS selection committee's evaluation rubric that weighs financial need 20 out of 100 points, with the other 80 points assessing a mix of qualitative and quantitative measures for high academic achievement.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Northern Illinois University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Eric	Alan	Jones	

Address:

Street1:	Center for Southeast Asian Studies
Street2:	520 College View Ct.
City:	Dekalb
County:	Illinois
State:	IL: Illinois
Zip Code:	60115-2828
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
8157531771	815-753-1776

Email Address:

ea.jones@niu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1238-Title VI abstract 6.25.18 1047am.pdf

Add Attachment

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Since 1963, the Center for Southeast Asian Studies (CSEAS) at Northern Illinois University (NIU) has been built around a desire to understand the region, engage its peoples and environments, and share those insights with the campus, national, and global community. Our proposal, Teach Southeast Asia, combines the CSEAS' long tradition of excellence in teaching Southeast Asia (SEA) with the closely overlapping priorities of the Department of Education. As the only NRC at NIU, the CSEAS stands out as a flagship program with significant institutional resources, including the nation's only Center for Burma Studies and an outstanding SEA library collection.

We propose building on this strength and institutional support in the following areas: promoting diverse perspectives and deep training in SEA area studies, collaborating with teacher education programs to fund SEA teacher training, and partnering with Minority-Serving Institutions (MSI) to increase SEA content training and career development in areas of national need. Through our SEA undergrad minor and grad certificate programs, with their strengths in language instruction, anthropology, environmental studies, history, and political science, we seek to increase the US supply of well-trained government, education, business and nonprofit SEA specialists for this strategically important region. NIU is committed to continuing its generous institutional support. A significant number of tenure-track lines exist across several core departments: Anthro (2), History (3), and Political Science (4). NIU teaches five less commonly taught priority languages: Burmese, Khmer, Indonesian, Thai, and Tagalog. In support of this commitment to SEA language studies, NIU provides tuition waivers for many FLAS students and FLTAs. NIU has some of the highest numbers of students studying SEA languages in the country with enrollment of nearly 1,000 students at all levels of the SEA languages in the past four years. The CSEAS has an undergrad minor and a grad certificate in SEA studies. During the

past grant cycle, the CSEAS averaged 30 undergraduate minors and over 30 graduate certificate students annually. NIU recently offered more than 78 non-language courses that contain 25% to 100% SEA content. The CSEAS has extensive and active collaborative relationships with universities across the region, particularly in Indonesia, Thailand, Cambodia and most recently Myanmar.

In line with Title VI Competitive Preference Priority 1 and Competitive Preference Priority 2 the CSEAS is initiating Teach Southeast Asia (TeachSEA). NIU's TeachSEA develops programs that deliver breadth and depth of training in Southeast Asian languages and area studies to NIU students, K-16 teacher education programs, and our partner community college MSIs. We continue our role as a national leader in developing SEA language curriculum and innovative pathways for students to engage it. We foster diverse perspectives on SEA through academic debate, student and faculty travel, and classroom simulations engineered to encourage a wide range of views. These programs—along with financial need consideration in FLAS fellow selection—increase minority-serving institution and low-income student participation in CSEAS programs. Our SEA online language portal, SEAsite gets more than 40 million hits per year. The CSEAS will continue to develop new language offerings and expand online initiatives, including a new online SEA Grad Certificate. A partnership with our School of Education sends pre-service K-8 instructors and faculty to teach in Southeast Asia. We continue working with MSI-community college partners to run MSI-study abroad programs to SEA. Other initiatives include a Model ASEAN student group, research experiences for teachers, a successful podcast, and upcoming conferences and workshops. The CSEAS and the greater NIU community hopes to continue this deep tradition of nurturing quality professionals and global citizens dedicated to education, service, and partnership between the US and SEA.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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NRC-FLAS Project Narrative NIU CSEAS “Teach Southeast Asia”

(A.) Program planning and budget. For more than a half-century, the Center for Southeast Asian Studies (CSEAS) at Northern Illinois University (NIU) has been built around a desire to understand the region, engage its peoples and environments, and share those insights with the campus, national, and global community. Our Title VI NRC-FLAS proposal, Teach Southeast Asia, combines the CSEAS’ long tradition of excellence in teaching Southeast Asia with the closely overlapping priorities of the Department of Education. NIU’s Teach Southeast Asia (TeachSEA) develops programs that deliver breadth and depth of training in Southeast Asian modern language and area studies to NIU students, K-16 teacher education programs, and our partner community college Minority Serving Institutions (MSIs). The CSEAS continues its role as a national leader in developing SEA language curriculum and innovative pathways for students to engage it. We foster diverse perspectives on SEA through academic debate, student and faculty travel, and classroom simulations engineered to encourage a wide range of views.

TeachSEA: Educate Global. A new CSEAS partnership with NIU’s College of Education (COE) sends preservice K-8 teachers to intern and teach English in Southeast Asian classrooms. Currently running a similar program in China, the COE already has a pool of interested faculty and students and a sense of what international instruction entails. Using our extensive CSEAS government and education networks in SEA, we will locate host schools and cooperating teachers. We will start in Indonesia as our province-wide Memoranda of Understanding (MOUs) give us access to primary and secondary school districts (see MOU discussion in section D). NRC funding will send three preservice K-8 teacher and a COE faculty member to oversee instruction for one month in a school in Southeast Asia in years 2-4 of the grant (in year 1, a COE faculty and a CSEAS associate lay the groundwork), providing airfare, room and board,

and a modest faculty stipend. The COE faculty member agrees to conduct teacher-training workshops for Southeast Asians in country, mentor emerging SEA teachers and scholars, and integrate SEA into their classrooms at NIU. We plan to seek outside funding to increase the number of faculty and pre-service teachers who can participate. Not only does this ensure an increasing pool of teachers-in-training exposed to SEA, but lays the groundwork for pre-service K-8 teachers and COE faculty members to learn Southeast Asian languages and culture. Educate Global ensures increased SEA content in future teacher training courses and clinical experiences at NIU. It provides students unique and valuable internship experiences for careers in education or non-profit. We will give preference to those enrolled in our SEA language and content courses in order to incentivize teacher training in SEA languages, area studies, and our SEAS Minor. These students would be outstanding AY and Summer FLAS candidates, and potentially future educators credentialed in Southeast Asian LCTLs. To ensure COE rigor, candidates must be undergraduate students who have been fully admitted into Early Childhood Education, Elementary Education, Middle Level Teaching and Learning, Physical Education, or Special Education licensure programs or must be graduate students in the same licensure programs.

TeachSEA: SEA Teacher Licensure. NIU has 37 nationally recognized teacher licensure programs. With NRC support, we intend to increase SEA language training and area studies training on the NIU campus for pre-service teachers in those licensure programs so they will teach SEA content in their future classrooms. Specifically, through the NRC we fund pre-service students (with oversight from NIU faculty in their discipline and cooperating teachers where they student-teach) to integrate Southeast Asia as part of their teaching portfolio and to produce classroom lesson modules (see TeachSEA Teaching Modules below). We will advertise through the licensure programs, through our CSEAS associates – most of whom teach in the general

education curriculum – and through our SEA content courses across the university. We will encourage students to work with SEA faculty to develop lesson material. As an incentive, we will offer them unique teaching experiences. Between the CSEAS’ State Department-funded youth leadership programs (Young Southeast Asian Leaders Initiative YSEALI, Southeast Asian Youth Leadership Program SEAYLP, and the Philippine Youth Leadership Program PYLP), each year we have more than 100 new high school and college-age Southeast Asians on our campus. SEA Teacher Licensure students will have opportunities to workshop their modules in front of classrooms of Southeast Asian students from 10 countries. Feedback and brainstorming sessions will be built into the interactions. Students working toward licensure will be able to tell future employers they taught in front of impressively diverse classrooms.

TeachSEA: SEA Language. NRC will support 50% of the Khmer instructor’s salary, 30% of the Tagalog instructor’s salary, and 50% of one full-time TA. NIU’s SEA language-learning website, www.seasite.niu.edu, boasted 41,640,439 total hits from 6,223,468 visitors in the past year and we intend to remain a leader in web-based curricular materials by funding a **SEAsite** project manager, previously managed by now-retired faculty associates in Computer Science. Our web materials and the technology supporting them demand regular updating. In the past year, we invested heavily in developing online Thai language materials directed particularly at Thai-American heritage language learning communities. The materials are being beta-tested now and we hope to target other SEA-heritage communities in the US down the road. We plan new language modules on “Doing Business in SEA” and to translate key foundational documents for each language. In March 2018, CSEAS Director Eric Jones became a convening member of the Southeast Asian Language Council (SEALC), formed as a vehicle for collaboration on joint projects supporting our shared goals in strengthening SEA language instruction in North

America. SEALC collaboration involves shared endeavors in support of professional development and materials development for SEA languages for the next four years. Building on the success of the collaborative series of **Southeast Asian Language Teaching Workshops**, SEALC is proposing a collaborative series of pedagogy workshops and projects for the next Title VI 4-year cycle (2018-19 through 2021-22). To carry this collaboration forward, NRC will fund our SEA language teaching staff to participate in these workshops each year with NIU hosting in Year 4. **Lao** is perhaps the least taught of the less commonly taught national SEA languages. NIU's SEAsite contains the most comprehensive Lao language materials on the internet. In the last grant cycle, we supported the use of those materials to the development of the *Study Lao* language app and its conversion into various app platforms. To continue to support Lao and as part of our SEALC collaboration, NIU and many fellow NRCs are requesting \$1,000 per year to support the teaching of Lao at the Southeast Asian Studies Summer Institute (SEASSI).

TeachSEA: SEA Online. As part of our goal to “meet students where they are” digitally, we propose several online initiatives. Over the four-year cycle, we wish to roll out an Online Graduate Certificate in Southeast Asian Studies. Our current Graduate Certificate requires one core SEA course (SEAS 625), three elective graduate SEA courses and a year of a SEA language. NIU has helped to increase our graduate online SEA offerings and we will continue to grow more, making that piece of the online grad certificate feasible. We have intermittently offered distance SEA language courses in the past but with NRC funding we could guarantee that at least one SEA language would be taught online each year. This and our growing catalog of online area studies offerings would make it possible for a prospective online graduate student to complete their SEA graduate language and area studies coursework over the course of two years. We have been developing capacity to offer our SEAS Minor foundations course,

Southeast Asia: Crossroads of the World (SEAS 225), online by Year 3. Our podcast, *Southeast Asia Crossroads*, allows us to project the many interesting presentations and conversations on our campus to the wider world. A lecture that had 20 in-person attendees now has hundreds of podcast listeners and continues to grow (currently over 8,000 listens). With small NRC inputs, we plan to encourage more TeachSEA conversations where experts talk through their own SEA teaching content about effectively presenting that material to a classroom. Our online certificate program is enhanced by these podcasts because students can now participate in the rich informal learning environment the CSEAS provides on campus. We are also planning a special podcast focus on Absolute Priority 1, showcasing diverse perspectives and debate. See TeachSEA: SEA Language above for online SEAsite plans.

TeachSEA: MSI Study Abroad. Our sustained relationships with Minority Serving Institutions and Community Colleges have resulted in the meaningful incorporation of SEA area studies content into CC classrooms and we intend to deepen and accelerate these activities through our CSEAS-MSI co-created study abroad programs and to help them grow into MSI-led, CSEAS-sponsored SEA study abroad programs. CSEAS associates know from their own experiences that the quickest, most enduring way to accelerate interest in SEA as a region is to bring people there. In the last grant cycle, we led MSI-CC instructors from two CCs to Cambodia to help them develop a study abroad that successfully ran Summer 2018. It included our push to use financial need as an important factor in using our CSEAS-NRC funding to give student scholarships. In addition, this summer with CSEAS funding, an MSI-CC colleague is in Borneo laying the groundwork for a science/biodiversity summer study abroad in 2019. This model of simultaneously developing and supporting MSI-led study abroads is an important pathway to

sustained MSI-CC interest in the region and a pipeline for students to join our NRC degree programs.

TeachSEA: Model ASEAN. Much of the contemporary US diplomatic energy toward SEA has centered on the Association of Southeast Asian Nations (ASEAN), the region's intergovernmental organization aimed at integrating its member states. NIU's Political Science department, long a focal point of Southeast Asia disciplinary strength and depth, hosts the Model UN club on campus. Faculty and students attend two Model UN conferences per year.

TeachSEA: Model ASEAN aims to infuse this active club with SEA content and simulations to foster an understanding of ASEAN and the United Nations, educate participants about SEA and global issues, and promote peace and diplomacy. NRC funds will give a small scholarship each semester to a Model UN student to act as Model ASEAN Secretary General and to convene, lead, and organize the Model ASEAN group within Model UN. Recent tenure-track hire and ASEAN specialist Aarie Glas will give guidance and input to the group. In addition to developing many personal skills including teamwork, persuasive writing, oratory skills, negotiation, and compromise – all of which are important for personal development and career success – Model ASEAN students will create Southeast Asia-based simulations. If student simulations are particularly meritorious they may apply for extra funding through the Teaching Modules (see TeachSEA Teaching Modules below). Model ASEAN students will be invited to attend the International Relations of Southeast Asia Workshop in Year 2. In year 3, we will host a Model ASEAN conference at NIU, relying on our visiting Southeast Asian students from YSEALI to serve in mock SEA delegations alongside their US counterparts.

TeachSEA Abroad: International Field Research Experience for Teachers (iFRET).

American teachers are attracted to Research Experience for Teachers (RET) programs because

many of them had no authentic research experiences in their training. They seek new teaching ideas to incorporate applied science into their classrooms, professional growth by working directly with scientists, and new content knowledge and knowledge of the process of science. Through RETs, teachers can participate in data collection and analysis, and experience the iterative process of science firsthand. Beyond increasing content knowledge, RET participants report increased confidence in their ability to teach science, increased professionalism, increased collegiality with scientists and other teachers, expanded participation in subsequent professional development, and changes in their classroom practice. Such opportunities are rare, especially those involving international experience. International experiences for American teachers have been shown to increase their cultural awareness and respect for diverse classroom settings. iFRET will bring a cohort of American Science, Technology, Engineering, and Math (STEM) high school teachers to Myanmar or Cambodia during the summer. The goal is to take high school in-service teachers, pre-service teachers, and 2-year college or community college faculty in STEM fields from low-resource or minorities servicing schools. Teachers who are in low-resource teaching environments have few resources to incorporate inquiry-based learning with their students. The teachers will go to low-income communities in Myanmar and Cambodia and learn how to conduct science projects in these low-resource contexts. They will bring these experiences back to their home schools to develop research projects with their students. This will build capacities in US high schools that service low-income students and will enhance cultural diversity awareness.

High school teachers will be recruited from the Midwestern MSI and low-resource schools. For example, nearby Elgin high school district is 73% Hispanic (and 74% low income) compared to a 24.1% Hispanic population across the state. Teachers participating in this RET

will gain cross-cultural awareness, increase their ability to work in diverse cultural settings, and develop respect and appreciation for other cultures. These opportunities will enhance teachers' skills in making science relevant to all students in their classrooms by using real-world science challenges in Myanmar or Cambodia.

Our team of CSEAS scientist-associates have already run successful workshops in Myanmar and Cambodia with support from a Water Resource Grant (Lenczewski) and a UN Development grant (Shibata). With NRC funding, we will be able to support travel and research abroad for two additional teacher and an additional faculty member each year. Research projects will involve NIU's faculty mentors from the Institute for the Study of the Environment, Sustainability, and Energy (ESE) that are currently studying water issues in Cambodia and Myanmar. Currently Drs. Melissa Lenczewski (Geology and Environmental Studies), Tomoyuki Shibata (Public Health), Wesley Swingley (Biological Sciences), and Jim Wilson (Geographic and Atmospheric Sciences) are working on projects within the region but new faculty mentors will be added in future years.

Teachers will spend 3 weeks in the country doing research projects in conjunction with local universities. At the end, teachers will produce research posters and SEA curriculum modules online. The online curriculum can be shared within teaching communities, so others might incorporate it into their classrooms. The teachers will also develop teaching modules that highlight their research experience. Assessment of the project will be done with surveys, reflections, observation, and course evaluations, both before the experience and 1 year later. The overall goal is to increase the cultural and research competency of high school and community college teachers. Southeast Asia is a perfect setting for this project since most of the schools we will recruit from will be low-resource and MSIs. Teachers will learn valuable

research skills in these settings that can be used in their classrooms. Research is also sorely needed in these countries and benefits American researchers by providing research sites that could project innovative results.

TeachSEA: SEA Teaching Modules. SEA Teaching Modules will become the new web portal for channeling the CSEAS' various TeachSEA efforts. As a budget category, it allows us to give small awards to students or honoraria to faculty who deliver SEA teaching content for us to make nationally available. Portfolio content from SEA Teacher Licensure, role-play simulations from Model ASEAN, new dynamic language content, sample CC syllabi, K-16 lesson plans, and Educate Global outcomes can all be supported with this initiative.

Library. A significant part of research materials for Southeast Asian Studies are publications produced by local governments and non-profit organizations. These materials, which are not commercially distributed, can only be acquired by visiting the institutions in SEA. Rare manuscripts, archival documents, and politically sensitive publications are also not available for distant purchases. Due to funding cuts, NIU Libraries is unlikely to support acquisitions trips in the next few years. We therefore request funding for two such trips over the grant period, to cover travel and acquisition costs. Library outreach to CC partners is also requested.

Internships. To encourage career success (especially in Absolute Priority 1: education, business and non-profit), we plan to make applying for internships a mandatory part of our SEAS Minor by adding the career and internship-oriented ILAS 440 (Seminar in Student Professional Development) to our program. Its subjects include: How to find a job, Developing your career search strategy, Combining personal skills with your academic knowledge, Establishing your personal brand, Landing that job or internship, Networking for career success, and Mapping your

career path. We also intend to require our SEA Graduate Certificate students to apply for at least one internship. Internships are also built into TeachSEA: Educate Global.

International Symposia/Conferences at NIU. We have hosted important international symposia and conferences since the establishment of the CSEAS in 1963 to promote the study, understanding and appreciation of Southeast Asian studies. For five decades, many scholars, professionals, and graduate students in the US and all over the world have benefitted from sharing their works with each other in lectures, workshops, and performances. Built into the conferences is funding to involve MSIs, CCs and teaching partners. To continue this tradition, we propose to serve as the venue for the following international events in 2018-2022:

International Conference on Burma Studies in 2020. Since 1987, the Center for Burma Studies has supported the promotion of Burmese culture and has hosted or coordinated 13 international conferences on Burma studies, more than half of them on the NIU campus. Collaborating with the Burma Studies Foundation, we propose inviting Burmese guest scholars to give keynote speeches, workshops, and presentations at this next conference.

Understanding SEA Refugees through Visual and Performing Arts. This project has two parts. **Refugee Exhibit.** The first curates an exhibition that documents the Burmese refugees' art of surviving on their journey from Myanmar to Illinois. This traveling exhibition builds on our award-winning Karen refugee exhibit at NIU's Pick Museum of Anthropology, a project that employed NIU students to work with a local Karen Advisory Group to translate oral history interviews. We will create a new exhibit that will tour selected MSI community colleges, libraries, and universities in Midwestern cities where Myanmar refugees, Karen, Chin, and Rohingyas have relocated. **SEA Music and Arts for Refugee Children in the Midwest** is the second part of our refugee initiative. In order to help with the acculturation of refugee children in

America while helping them preserve their cultural identity, we will train NIU undergraduate pre-service music and art teachers, and graduate music and art education students in this interdisciplinary course to communicate with the children through arts (music and art). We believe that arts can be an effective means for children to build mutually beneficial relationships with their host communities, identify and connect with their home culture, and most importantly, express their emotions. Inviting NIU language instructors and Fulbright Foreign Language TAs, we will also train teachers in local refugee communities to prepare them with the language skills and cultural/historical knowledge they would need to interact successfully with these refugee children at their schools.

Council of Thai Studies (COTS) conference. NIU will continue to play a leading role in this flagship organization for the teaching of Thai language and area studies in the US by supporting student and faculty travel to the conference and by hosting it in 2021.

International Relations of SEA Conference. In 2019, we plan to conduct a semester-long lecture and workshop series by NIU faculty focusing on topics of International Relations of Southeast Asia at selected MSIs in the Chicago area. After this one-semester project, participants, students and faculty at these MSIs will be invited to attend a one-day conference on International Relations of Southeast Asia to present their research projects. Model ASEAN will also be involved.

Southeast Asia Student Conference. The CSEAS hosts a SEA Student Conference each year, involving dozens of SEA faculty and students from NIU and MSI/CCs. This annual event is a prime showcase for our commitment to undergraduate and graduate student success by helping them achieve an important professional academic milestone. Student participants present their conference research papers (read and judged by a panel of CSEAS associates) and enjoy

feedback from fellow students, CSEAS faculty, and a prominent Southeast Asianist invited as keynote speaker.

(B.) Quality of staff resources. (B1. Teaching faculty) The CSEAS continues to be successful in maintaining a diverse interdisciplinary group of faculty associates and affiliates that includes 30 faculty and instructors from the humanities, physical sciences, health and human sciences, business, visual and performing arts, and the university library (see Appendix 1). This cohort of scholars, which includes instructors for five of the major Southeast Asian languages, provides classes for approximately 30 SEA Studies minors and 31 graduate students currently in anthropology, history, and political science as well as art history, music, and geology. Over the past four years, undergraduate and graduate student enrollments in SEAS classes, including language classes, totaled 2,325 (1,349 in SEA area studies, 976 in languages). CSEAS faculty members also serve on the Center's council and on various CSEAS committees, including a FLAS selection committee.

CSEAS faculty members are nationally and internationally recognized for their regional expertise. Most are proficient in at least one SEA language and five have received NIU Presidential Awards for Teaching, Research, or Engagement, the university's highest awards. They appear in print regularly in journals, newspapers, online publications as well as in projects such as books and museum/art installations. Anthropology Professor Judy Ledgerwood contributed the introduction to *Svay: A Village in Cambodia* by her mentor, the late anthropologist May Ebihara, in 2018 (Cornell University Press) and Anthropology Professor Andrea Molnar's *Agents of Peace and Change in a Conflict Region: Muslim Women's Political Engagement through Civil Society in Southern Thailand* is forthcoming from Routledge. Presidential Research Professor and Wilson Center Fellow Kenton Clymer (History) published a

seminal work on U.S./Burma relations in 2015, *A Delicate Relationship: The United States and Burma/Myanmar Since 1945* (Cornell University Press). History Professor Trude Jacobsen published *Sex Trafficking in Southeast Asia: A History of Desire, Duty, and Debt* in 2017 (Routledge). Most associates are tenured and thus eligible for paid sabbaticals every 7 years. Core faculty usually teach 2-3 courses per semester and advise their own undergraduate and graduate students for an average of 40% teaching, 40% research, and 20% service position.

Faculty associates travel to the region frequently for research or conferences, supported internally through grants and awards from the CSEAS, their departments, the NIU Foundation, and the Division of International Affairs. Many also attend professional meetings within their disciplines and to the Association of Asian Studies (AAS) annual meeting. Art History Professor Catherine Raymond, Director of NIU's Center for Burma Studies, the only such center in the US, coordinates the International Burma Studies Conference, which brings Burma scholars worldwide to NIU every two years.

Associates have regular opportunities for professional development. CSEAS language faculty participate in COTSEAL's professional workshops. CSEAS faculty travel grants also provide opportunities for CSEAS associates to travel to SEA to collaborate across disciplines with domestic and overseas colleagues on programs sponsored by the CSEAS or other institutions. While traveling in SEA, many associates help develop an ever-expanding number of MOUs between NIU and educational and governmental institutions in the region (30-plus MOUs have been established in seven countries in the past five years) and connect with in-country alumni.

(B2. Center Staffing). Daily operations of the CSEAS are administered by a core staff of full-time employees including the Director, Office Manager, Outreach Coordinator (an open position

currently staffed by program specialists), and Communications Specialist (full-time with partial NIU funding). An Assistant Director serves part-time with NIU and CSEAS funding. Also on staff are two full-time Administrative Directors for two US State Department-funded student SEA exchange programs, YSEALI and SEALYP respectively.

Eric Jones, Associate Professor in History and formerly CSEAS Assistant Director, was appointed CSEAS Director in Summer 2017. A specialist on colonial Malaysia and Indonesia, he is fluent in Indonesian, Malay, and Dutch, and was named NIU's Outstanding International Educator in November 2017. A Fulbright awardee in 2000-02 and 2005-06, he serves as a reviewer for the Fulbright National Screening Committee and the national Advanced Placement History examinations. As Director, his position is 50% teaching and research and 50% administration for a 12-month full-time appointment. Jui-Ching Wang, Associate Professor of Music, was appointed Assistant Director in Fall 2017. A 2016-17 Fulbright awardee, Wang directs NIU's World Music Program and the CSEAS' gamelan ensemble and led a popular arts and culture study abroad program to Bali three times in the past grant cycle. Fluent in Chinese and proficient in Indonesian, she is regularly invited to present on SEA music at regional teacher education workshops and statewide conferences. Prof. Wang is supported by gamelan instructor I Gusti Ngurah Kertayuda and Thai music instructor Chamni Sripraram. As Assistant Director, Wang administers the FLAS program and serves as the graduate student adviser for those pursuing the CSEAS' Graduate Certificate in Southeast Asian Studies. Her position is 70% teaching and research and 30% administration for a 10-month full-time tenure appointment.

The Communications Specialist produces a weekly e-bulletin and annual newsletter, manages the CSEAS website and social media, writes articles for campus and local media, and serves as the press liaison for Center events and programs, working closely with the Outreach

Coordinator. The NRC is helping fund the reappointment of a half-time Outreach Coordinator. Together with the Outreach GAs, these mission-critical personnel are responsible for promoting and expanding the reach of CSEAS programming; organizing cultural, academic, and social events; supporting faculty programming, projects, and collaborations; and advising undergraduate SEAS minors. The Outreach team are crucial to expanding our K-16 teacher training and community college initiatives, including planning and executing workshops and developing online K-16 curricula, initiatives that support Absolute Priority 2.

Through the CSEAS' many and diverse programs and projects, faculty, staff, and students have numerous opportunities to manage program logistics and costs, coordinate volunteers, produce reports, and synthesize evaluations. Staff and project directors coordinate programs domestically and overseas, often working with SEAYLP, YSEALI, and CSEAS alumni in Southeast Asia to maintain and develop institutional and program linkages. CSEAS graduate assistants develop transferable professional skills as they recruit speakers for our weekly lecture series, coordinate logistics and student volunteers for events, co-produce the Center's podcast series, and organize programs for visiting scholars. One graduate assistant gains valuable teaching experience as the TA for our undergraduate SEA survey course.

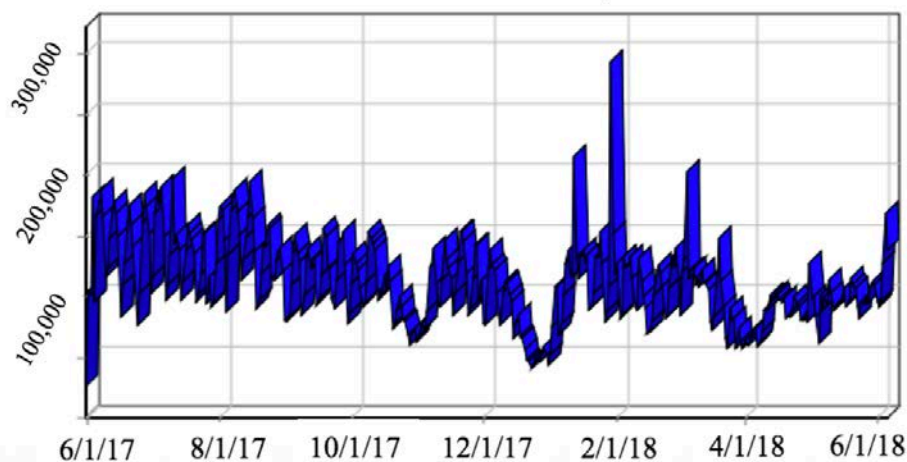
Faculty associates mentor SEAS graduate students by honing their skills within and beyond their disciplines and connecting them to careers in public service, academia, and national security. Faculty also offer SEA study abroad programs ranging from anthropology, history, and political science to the performing arts. We have found these experiences to be powerful motivators for US students to pursue advanced SEA language and area studies. In the past grant year, Professor Ledgerwood took a group of community college educators to Cambodia in 2016 to explore the development of a study abroad program there for college credit at the community

college level. Two of the participants (from Waubensee Community College and Sauk Valley Community College) returned to Cambodia in 2017 to prepare to lead their own students to the country for a cultural and service learning program in May-June 2018.

(B3. Access). NIU’s Office of Academic Diversity, Equity, and Inclusion, which is headed by the Officer of Diversity under the Office of the Provost and Affirmative Action and Equity Compliance, directs nondiscriminatory employment practices campus wide. NIU’s Human Resources Department executes these policies in all personnel searches and hiring. Further, the CSEAS maintains diversity in its relationships across campus through joint programming with other centers such as the Center for Black Studies, the Center for Latino and Latin American Studies, and the Center for the Study of Women, Gender, and Sexuality. The CSEAS’ commitment to equity and inclusion extends to its faculty members, who accommodate all students in their classes and have served on the Student Diversity, Equity, and Inclusion Advisory Committee, the Task Force for the Asian American Resource Center, and the Asian American Certificate Advisory Committee.

(C.) Impact and Evaluation. (C1. University impact). As the only Title VI Center at NIU, the

Table 1. SEASite.niu.edu Daily Hits



CSEAS has a major impact on the life of the university. With some 100 classes, 50 classes each at the graduate and undergraduate levels in NIU’s course catalog,

many NIU students take SEA classes and attend outreach events even if they are not minors or graduate certificate students. Nearly 1,000 students studied SEA languages across the previous grant period. Thirty-two people on average attend our Friday lecture series of 85 speakers. Participation rates and feedback are collected and tabulated for each event, with a 5-point rating scale (1=poor; 5=excellent).

(C1. Community impact). Dozens of NIU faculty across 3 colleges have served as mentors for Indonesian PhD students who came to NIU for short-term fellowships to use the library and to improve their research and writing skills. The NIU Art and Anthropology museums regularly hold SEA exhibits and the NIU Music program regularly features SEA music productions. Because of ongoing outreach efforts and the impact of the SEAYLP, YSEALI and PYLP programs, DeKalb and other surrounding communities are very involved with CSEAS programming. Hundreds of local families have served as host families for SEAYLP, YSEALI, and PYLP participants and multiple area high schools have hosted these students for shadowing programs and leadership training. NGOs around the area regularly interact with CSEAS students, hosting them as interns and providing training and employment.

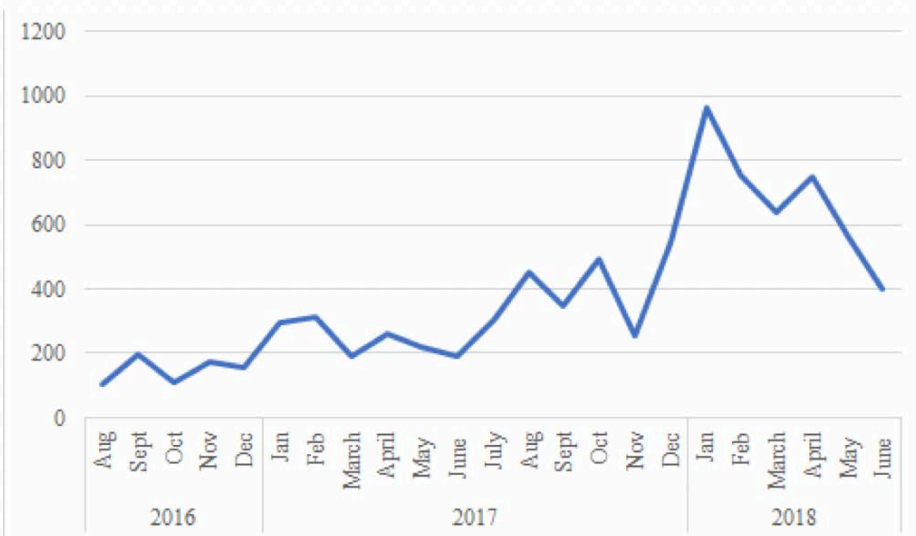
(C1. Regional/national impact). NIU has long exercised significant impact on the world of SEA language instruction. We publish the most commonly used textbooks for teaching Burmese and Vietnamese and recently led in the development of new materials for learning Tagalog. One of our most obvious areas of national impact is our language-learning website, SEAsite. Since we developed a new podcast in the last grant cycle, *Southeast Asia Crossroads* has become a major player in the Southeast Asia broadcast market; for example our listenership in Jan 2017 (88 listens) increased 853% by Jan 2018 (839 listens). Our international audience comes from

over 65 countries. 52% of the 8,000+ *SEA Crossroads* listens were from listeners across the US. After the US, we are most listened to in Thailand, Australia, and Cambodia.

(C1. Matriculation). Of our 78 unique SEAS Minors over the past four years, 68% successfully graduated with a bachelor's degree. 20 of those 78 are still enrolled and are pursuing their degrees. Since 2015, nearly half our SEA graduate certificate-seekers have finished a graduate degree and are pursuing PhDs and EdDs, or are in the workforce.

(C2. National needs, dissemination). The CSEAS fulfills national needs by training scholars, federal and state employees, NGO workers, and business people. We have run several programs

Table 2. Southeast Asia Crossroads Podcast Monthly Listens (8,000+ total)



for the US State Department, including SEAYLP, YSEALI and PYLP. NIU faculty regularly provide briefings and scholarly

analysis for diplomatic officials and the general public about SEA. We produce language-training materials for Burmese, Vietnamese, Indonesian, and Tagalog, as well as the crucial online resource SEAsite. Our CSEAS website and the Southeast Asia Digital Library (<http://sea.lib.niu.edu/>) also provide crucial resources for K-12 and university-level teachers as well as researchers. With its growing listenership (to date over 8,000 listens cumulatively), our 35-episode podcast series, *Southeast Asia Crossroads*, broadcasts CSEAS events with diverse

perspectives, wide-ranging views, and international debate. These events are no longer one-off presentations but instead a perpetual resource.

(C3. Equal Access). One major goal of the CSEAS is to increase the diversity of affiliating students and faculty. In addition to NIU guidelines (see GEPA), the CSEAS has initiated partnerships with other NIU units such as the centers for Women's Studies, Latino & Latin American Studies, and Black Studies. Of the 78 SEAS Minors over the last 4-year period, 37% were non-white minorities. Among those pursuing the graduate certificate, 44% were minority (14 out of 32). 25% of FLAS undergrads and 28% of graduate students were minority. Women were well represented in our awardees: 69% of our graduate FLAS students and 56% of FLAS undergrads were women. The Gender in SEA class was revised to be 25% LGBT issues and is now cross-listed as a course in the LGBT certificate program. The CSEAS hopes to attract new minority students through our robust partnerships with area MSI community colleges. Because need will now be considered in the rubric we use to award FLAS fellowships, we hope to increase the number of low-income students.

(C4. Evaluation Plan). Since 2009, the CSEAS has worked with an evaluation expert to develop evaluation tools that more directly measure specific outcomes. We now have a comprehensive plan for evaluating program outcomes and implementing improvements. The evaluation examines our impact on the university, community, region, and nation; our impact on the educational and work lives of collaborating community college instructors, K-12 teachers, and graduates of NIU; attraction and retention of participants from under-represented groups; and efforts that encourage the placement of knowledgeable teachers and graduates in areas of national need. The measurements will continue to include self-reported assessments from current and past program participants (community college and K-12 teachers), students, faculty

members, staff, and affiliates of CSEAS. In addition, behavioral indicators of satisfaction and quality will be collected each semester. At the end of each semester, course enrollments, workshop/conference attendance, and evaluations from program participants will be collected for each course or event sponsored or supported by the CSEAS. We specifically aim to examine increases in participation among community college teachers, Educate Global partners, and students from under-represented groups, as well as increases in NIU students graduating with expertise in SEA languages/content.

Web-based surveys asking participants and students to evaluate CSEAS events they completed will be administered via e-mail immediately after key events as well as six months following the event to assess the long-term impact of the program. In addition to instructor and course/event quality, the survey will assess 1) the degree of knowledge about SEA cultures and languages, 2) the likelihood of enrolling in future courses, workshops, or conferences, and 3) the desire to incorporate what was learned about SEA into curriculum plans in community colleges or in K-12 courses. In addition, survey items will solicit feedback about changes to the web site and other technology tools. The feedback about new SEAsite technology tools will be supplemented with quantitative information about the number and rate of visits to the SEAsite before and after the new features are available. The use of web-based surveys to collect self-reported information will maximize ease of administration, consistency in the measurement tools, and accessibility to past and current Center affiliates.

Evaluation instruments and indices have guided program development within the CSEAS. Formal feedback provided by CSEAS event participants has guided development of future events, speakers, and topics. For example, when Fall 2017 students expressed interest in hearing from experts on the Rohingya crisis in Myanmar, we arranged for speakers on the issue for

Spring 2018 and Fall 2018. Although past evaluations provided useful information for the early stages of CSEAS development, the proposed evaluation plan is more rigorous and comprehensive. Most recently, the evaluator created, validated, and implemented new self-report event evaluation measures that are appropriate for both expert and novices (e.g., high school students) who participate in CSEAS program events. Quantitative impact measurement will allow standardized comparisons between subgroups and across time points following program events and student graduation. The precise information yielded will guide the investment of resources and contribute to more refined future developments. Also, the proposed evaluation plan will highlight the long-term impact of the Center's programs on community college instructors, K-12 teachers, and NIU students and affiliates.

(C5. C6. Placement and specialists).

The CSEAS at NIU is proud to say that graduates from SEA program go on to fill important roles in US state, local, federal government, education, business, foreign governments, international organizations and NGOs.

Table 3. Select Distinguished Alums of CSEAS SEA Program

•Tammy Duckworth, U.S. Senator from Illinois	•Aaron Johnson, Dept of Homeland Security
•Anies Baswedan, Governor of Jakarta	•Robert Kollas, Military Intelligence
•Rob Batey, Captain at Judge Advocate General's Corps, United States Army	•Shaun Levine, MetLife Head of Government Relations, Southeast Asia
•John Brandon, Director of international relations at the Washington, D.C-based Asia Foundation	•Colette Morgan, ASEAN Trade Specialist at U.S. Department of Commerce
•Ketut Erawan, Executive director of the Institute for Peace and Democracy, Bali	•Thomas Rhoden, CARE USA, Proposal Writer, Researcher
•Nico Harjanto, Special Staff of the Minister of the State Secretariat	•Andi Surbakti, former Vice Chair of Indonesian General Election
•Michael Hawkins, Chair, Department of History at Creighton University	•Philips Vermonte, Executive Director of Centre for Strategic and International Studies Jakarta

A degree from NIU focusing on Southeast Asian language and area studies is a major career springboard for our graduates. A recent survey of 57 alums found them in the following

professions: educator (14), business (10), NGO (10), US govt (9), researcher/analyst (5), Asian govt (5), military (3), law (1). See (D.) below for more examples.

(D.) Commitment to Subject Area. NIU is a comprehensive teaching and research institution with a diverse and international student body of approximately 18,000. A member of the country's most prestigious public university association – the Association of Public and Land-Grant Universities (APLU) – NIU is classified by the Carnegie Foundation in the category of Research University (high research activity). NIU was also awarded an elective classification for Curricular Engagement and Outreach and Partnerships, which recognizes institutions of higher education for their collaboration with their larger communities (local, regional/state, national, and global). NIU provides a learning environment that is rich in culture, diverse in experience, and steeped in engaged learning. The Center for Southeast Asian Studies (CSEAS), founded in 1963, stands out as the flagship area studies center in NIU's complex academic setting. NIU's 55-year commitment to SEA studies has been steady and cumulative, and is reflected in the financial support NIU provides the CSEAS.

Table 4. Minimum Institutional Support for Southeast Asian Studies 2017-2018	
Salaries	
Language and Lit Instruction	\$221,664.70
Non-Language Instruction	\$1,521,366.99
Administrative Staff	\$309,171.94
Library Staff	\$146,651.94
Student Support	
FLAS & GA Tuition Waivers	\$156,745.88
FLTA Program Support	\$45,476.92
Other Expenditures	
Faculty & Admin Travel to SEA	\$4,281.27
Library Acquisitions	\$63,915.44
Equipment & Office Support	\$12,421.39
TOTAL	\$2,436,696.47

(D. Financial and other commitments). NIU provides a stand-alone CSEAS building along with its office equipment, furnishings, and upkeep; a Fulbright Foreign Language Teaching Assistant (FLTA) office; and the SEA language-culture website (SEAsite) office and server usage. Over the last decade NIU has funded human resources including the director, an outreach coordinator, an office

manager, Indonesian, Tagalog, and Khmer instructors' salaries (100%, 70% and 50% respectively), 50% of our SEAS 225 TAs and 60% of a communications specialist. With the exception of portions of the Khmer and Tagalog instructors, the salaries for 21 core SEA faculty

**Table 5. Recent CSEAS
Memoranda of Understanding (MOUs)**

American University of Phnom Penh	CAMBODIA
Pannasastra University	CAMBODIA
Royal University of Fine Arts	CAMBODIA
Royal University of Phnom Penh	CAMBODIA
Royal University of Law & Economics	CAMBODIA
City University of Hong Kong	HONG KONG
Sekolah Tinggi Ilmu Manajemen Lasharan Jaya	INDONESIA
Universitas Padjadjaran	INDONESIA
Universitas Indonesia - Jakarta	INDONESIA
Universitas Gadjah Mada	INDONESIA
Universitas Kristen Indonesia Toraja	INDONESIA
Mulawarman University Samarinda	INDONESIA
Provincial Government of North Kalimantan	INDONESIA
Universitas Negeri Makassar	INDONESIA
Universitas Udayana	INDONESIA
Provincial Government of West Sumatra	INDONESIA
Provincial Government of DKI Jakarta	INDONESIA
Department of Museums and Archaeology	LAO PDR
University Teknikal Malaysia	MALAYSIA
Yadanabon University	MYANMAR
Mandalay University	MYANMAR
Bukidnon State University	PHILIPPINES
Thammasat University	THAILAND
Chiang Mai University	THAILAND
Thammasat University	THAILAND
Payap University - Chiang Mai	THAILAND
Songkla University	THAILAND
Khon Kaen University	THAILAND
Prince of Songkla University	THAILAND
Thammasat University	THAILAND
Vietnam National University	VIETNAM

members and 13 other associates and affiliates of the CSEAS are borne entirely by NIU.

(D. Teaching commitment). Over the past four years, NIU funded the teaching of SEAS course enrollments of 2,325 (1,349 in SEA area studies, 976 in languages).

(D. Library commitment). NIU Libraries contribute \$90,000 in annual salaries between the Southeast Asia Collection's curator, staff assistant, and student workers. From 2013-2017, NIU contributed \$170,000 toward library acquisitions.

(D. Commitment for linkages with institutions abroad). Over the past five years, we have signed over 30 Memoranda of Understanding (MOUs) with universities and provincial governments in Indonesia, Thailand, Cambodia, Philippines, Myanmar, Malaysia, and Vietnam. They range from

student and faculty exchange commitments between the CSEAS and Myanmar, to dual-degree programs between NIU and Khon Kaen University in Thailand, to Public Administration training workshops for West Sumatran government officials, to critical research exchange with the Royal University of Phnom Penh in Cambodia. In summer 2017, we began a faculty teaching exchange with Xiamen University in Xiamen, China. We sent four faculty associates (Jones, Ledgerwood, Un and Schraufnagel) in 2017 and 2018 to teach summer short courses on SEA history, anthropology, and political science respectively, and brought two professors to NIU to teach summer short courses on China foreign policy and SEA. NIU Libraries' SEA Collection Curator Hao Phan won Luce Foundation funding to conduct academic librarian-training workshops at Yangon and Yadanabon universities in Myanmar. This is one of several NIU faculty initiatives during the past four years to deliver academic support to Burmese universities in the process of renewal after decades of decline. It included training in hydrology and public health by Associate Geology Professor Melissa Lenczewski and Associate Public Health Professor Tomoyuki Shibata as well as a symposium on traditional reverse glass painting led by Art History Professor Catherine Raymond in summer 2017 at the University of Mandalay. During the past grant cycle, 31 graduate and undergraduate students have traveled to SEA to undertake intensive language and culture study at partner universities including Chulalongkorn University and Payap University (Thailand), Quezon Christian Language Study Center (Philippines), Yangon University and Win Language Academy (Myanmar), Vietnam National University (Vietnam), the Royal University of Phnom Penh (Cambodia), and CLS Malang, Universitas Kristen Satya Wacana, and Wisma Bahasa Yogyakarta (Indonesia). In summer 2018, 14 NIU students attended intensive language learning courses at Wisma Bahasa Yogyakarta (Indonesia), Khmer School of Language (Cambodia), Chiang Mai University (Thailand), and Central Luzon State University

(Philippines). Roughly half of these NIU students studying SEA languages abroad were undergraduates.

(D. Outreach commitment). Outreach activities of the Center are directed by an Outreach Coordinator, Outreach GAs and promoted by our Communications Specialist. Faculty associates undertake local outreach activities on a volunteer basis, for example giving presentations or demonstrations for families and students at local primary schools, engaging students and the community in observing regional festivals such as Lunar New Year, or offering performances of the gamelan orchestra for local events.

(D. Qualified students in fields related to the Center). CSEAS students consistently leverage their SEAS education into advanced degrees and careers in public service, academia, NGOs, business, and other fields, as seen in these alumni examples. Thomas Rhoden (PhD political science, 2017) works as an international development executive for CARE International. Lily Ann Villaraza (PhD political science, 2017) is chair of the Philippine Studies Department at City College of San Francisco. Aaron Johnson (PhD political science, 2016), a 2011-12 State Department Fulbright-Clinton Fellow in Thailand and is employed by the Department of Homeland Security. 2011-12 Fulbright awardee Matthew Jagel (PhD history, 2015) teaches Asian history at several northern Illinois institutions, including NIU. 2016-17 Fulbright awardee Shannon Thomas (MA anthropology, 2017) works for an environmental NGO in Palawan in the Philippines. Alexxandra Salazar (MA anthropology, 2017) is pursuing a PhD in anthropology at the University of London SOAS. Anies Baswedan (PhD political science, 2007) was elected governor of Jakarta, Indonesia in April 2017. Philip Cerepak (MA history, 2013), a PhD student at UW-Madison, was awarded a Boren Scholarship to the Philippines to continue his Tagalog language training while conducting his dissertation research on a history of coconut oil

commodity trade in the Philippines. Matthew Ropp (BA communications, 2013), a 2014-16 Fulbright ETA in Malaysia, now teaches English in China. Ron Leonhardt (BA history/political science, SEAS Minor, 2014), now a doctoral student at George Washington University, received a Center for Khmer Studies fellowship in 2017 to conduct his dissertation research (the role of Buddhism in Cambodia under Norodom Sihanouk). Jennifer Weidman (MA anthropology, 2005), deputy director of the Rotary Peace Center at Chulalongkorn University in Thailand from 2009 to 2015, is now CEO and managing director of Space Bangkok. Michael Hawkins (PhD history, 2009) is Chair of the History Department at Creighton University and the author of several books on the Philippines. Shaun Levine (MA political science, 2006) is a regional head of government relations for MetLife based in Kuala Lumpur, Malaysia. Tammy Duckworth, a 1996-97 FLAS fellow who received an honorary doctorate in political science from NIU in 2010, was elected US Senator from Illinois in 2016.

(E.) Strength of Library. (E1a. Holdings, Support) NIU Libraries and the Donn V. Hart Southeast Asia Collection in particular are at the core of the CSEAS' goal of fostering and disseminating knowledge and understanding on Southeast Asia and its place in the world. It is open to NIU students, faculty, and staff and to the wider public. NIU Libraries contain more than 2 million volumes of library materials including monographs, periodicals, microforms, maps, archival documents, recordings, audiovisual materials, the Regional History Center/University Archives (including materials from early 20th-century Filipino pensionados to the Southeast Asians who staffed our Peace Corps language programs in the 1960s) and widely available electronic databases. A centerpiece of NIU and its research library is the Hart SEA Collection, among the oldest in North America. Occupying half of the fourth floor of the main library building, the SEA collection, which was established in 1963, holds approximately 150,000

cataloged items. Considered one of the top collections of its kind in the country, the SEA collection at NIU is an important resource for SEA scholars around the world. Visiting scholars from other institutions in the US, SEA, and Japan come to campus to use the collection for their research. NIU's institutional commitment goes beyond its substantial SEA holdings. NIU funds a tenured SEA curator (CSEAS associate Hao Phan), a full-time library assistant (Joanna Kulma), student workers, and other support. An important national resource for less commonly taught languages, the majority of the collection is in the major languages of 11 SEA countries with the rest split between over 70 Southeast Asian minority languages and English, French, Dutch, etc. More than 500 SEA periodicals and 2,000 electronic sources are accessible to NIU users. English language sources are especially valuable for undergraduates and the general public, while graduate students, faculty, and researchers are the principal users of vernacular holdings. The strongest holdings of books in vernacular languages are Indonesian, Thai, and Malay with Burmese and Tagalog also well represented. NIU boasts substantial holdings in Vietnamese literature and to a lesser extent a collection of Buddhist texts in Khmer. NIU's Center for Burma Studies and the more than 10,000 items in the Burma Collections make it perhaps the best place in the world to study Burma, outside of Myanmar. Rare materials include a sizable collection of ancient Burmese manuscripts (palm-leaf, paper, and *kamavaca*), Thai manuscripts (palm-leaf), 50 Asia maps produced between 1500s and 1700s, and early printed books on the region. The collection also includes an excellent holding of Southeast Asia music recordings and Southeast Asia films. In 2013-2017 NIU provided major funding for this collection, including \$65,000 in acquisitions funds and \$90,000 annually in salaries for collection personnel. Other NIU costs are the time devoted by library faculty and staff to the collection. In the most recent grant cycle, Hao Phan has actively sought outside funding, receiving 3 grants totaling \$140,700 from the British

Library to preserve Vietnamese Cham manuscripts and \$34,000 in Luce Foundation funding to train Burmese librarians.

(E1b. Availability) Educators, students, and the general public have easy access to our online catalog from anywhere in the world. As a state-funded institution, NIU's library resources are available to users from the US and abroad both on site and through the interlibrary loan system. Except for reference and rare materials, all materials in the Donn V. Hart Southeast Asia Collection are available for check-out. Users at other institutions may also borrow materials from the collection through interlibrary loan. NIU Libraries participates in the I-Share Online Catalog System and the nationwide Online Computer Library Center (OCLC) cataloging and circulation system, opening our collection to virtually anyone in the US with a library affiliation. The collection's future is enhanced by NIU's subscription to a large number of databases and to the Library of Congress' cooperative acquisitions programs (CAPSEA). In addition, the curator works closely with CORMOSEA (Committee on Research Materials on SEA), SEAM (SEA Materials Project), and consortia from American and SEA universities. Between 2005 and 2011 the USDE awarded the NIU Libraries two Technical Innovation and Cooperation for Foreign Information Access (TICFIA) grants to develop and lead the Southeast Asia Digital Library (SEADL), a collaborative project of more than 30 institutions in the US and SEA to make research material from SEA freely accessible to all online. SEADL now contains tens of thousands of digital images of early printed books, manuscripts, archival documents, and photographs. It also features video interviews of former political prisoners from East Timor and victims of the Khmer Rouge from Cambodia, documentaries on Burmese traditional dance, and selective television programs from Indonesia. Working in collaboration with CORMOSEA, a part of the Association for Asian Studies (AAS), this significant project has brought together US

universities with strong NRC SEA centers as well as universities in Europe and throughout SEA. Funded by three grants from the British Library's Endangered Archives Programme (EAP531, EAP698, EAP1005) since 2014, NIU Libraries has been collaborating with the Center for Vietnamese and Southeast Asian Studies of the University of Humanities and Social Sciences in Ho Chi Minh City, Vietnam, to preserve Cham manuscripts. The project has digitized 29,500 pages of Cham manuscripts and will add about 20,000 more pages of the digitized manuscripts to the project by summer 2018. In 2016-2017, NIU Libraries collaborated with the University of Washington and Arizona State University on a consortium project funded by the Henry Luce Foundation to assist academic libraries in Myanmar by providing two library workshops in Myanmar and bringing three librarians from Myanmar to NIU for training.

(F.) Quality of the Center's non-language instructional program. (F1. Quality and extent of disciplinary variety). The Center's strengths are reflected in the extensive number of SEA courses offered. In the last four years we offered 78 unique non-language SEA courses across 12 departments in 3 different colleges (Liberal Arts and Sciences, Health and Human Sciences, and Visual and Performing Arts) with a total of 3,545 graduate and undergraduate enrollment. Our SEAS minors and graduate students represent 26 majors across 6 colleges (Liberal Arts and Sciences, Business, Visual and Performing Arts, Health and Human Sciences, Engineering, and Education).

The quality of our courses is underscored by the number of Fulbright scholars NIU has produced over the years (66), devoted to educational exchange between the CSEAS and the region. Recent scholars include Jiu-Ching Wang (Indonesia), Kheang Un (Cambodia), Eric Jones (Malaysia), Kenton Clymer (China), Judy Ledgerwood (Cambodia), Matthew Jagel (Cambodia), and Mark Rosenbaum (Cambodia). Our faculty and associates regularly receive the highest

honors awarded by NIU—two Presidential Research Professors: Wei Luo (Geography) and Kenton Clymer (History); five Presidential Engagement Professors: Catherine Raymond (Art History), Judy Ledgerwood (Anthropology), Kurt Thurmaier (Public Administration), Andrea Molnar (Anthropology), and Susan Russell (Anthropology); a Presidential Teaching Professor: Clark Neher (Political Science); A Board of Trustees Professor: John Hartmann World Language and Cultures (WLC); Woodrow Wilson Fellow: Kenton Clymer (History); a Thai Consulate Engaged Teaching Award: Kanjana Thepboriruk (WLC); Distinguished Departmental Teaching Award: Melissa Lenczewski (GEOL); and five Outstanding International Educator awardees: Eric Jones (History), Dwight King (Political Science), Catherine Raymond (Art History), Trudy Jacobsen (History), and Susan Russell (Anthropology). CSEAS' recent collaboration and with the Pick Museum, the exhibit "Storytelling: Hmong American Voices," received the Illinois Association of Museums (IAM) highest annual honor, the Superior Award.

(F2. Course depth). We deliver a deep slate of SEA courses across the disciplines. Our largest teaching disciplines, anthropology, history, political science, and art history offered respectively 21, 19, 11 and 8 unique SEA courses over the last four years. 14 additional unique SEA courses were taught in other majors. Our area depth is exemplified by the 4-year anthropology sequence of SEA courses on Muslim cultures, religion and cosmology, insular SEA culture, gender, social organization, and Asian Americans. An undergraduate History student, over the course of a degree, can complete SEA courses on the history of SEA before 1800, since 1800, on China and SEA, US-SEA foreign policy and relations, intelligence, colonialism, several on the Vietnam War, and many more with high SEA content. Political Science offered political Islam, political violence, China-SEA, identity ethnicity and conflict, development, SEA politics, and comparative politics.

Table 6. Number of Faculty Associates Who Taught, By Discipline, 2014-18

Anthropology	3
Art History	1
Computer Science	2
Family, Consumer & Nutrition Sciences	1
Geography	2
Geology	1
History	4
Music	1
Political Science	5*
Public Administration	2**
Public Health	1
World Languages	9***
*1 of the 5 took another position **1 since retired ***4 of the 9 have retired	

In the upcoming grant cycle, we promise impressive depth in specialized course coverage in a number of disciplines and SEA regions. The CSEAS boasts six faculty who are committed specialists on Island SEA - Indonesia/Malaysia/Brunei/E. Timor/S. Thailand (Molnar, Surjadi, Aoyama, Jones, Wang, Hamayotsu), four of our faculty have and continue to publish leading research on Cambodia (Ledgerwood, Un, Jacobsen, Clymer), two faculty work on the Philippines (Crail, Clymer), and seven analyze SEA or ASEAN from a regional approach (Glas, Luo, Wilson, Schraufnagel.

Thurmaier, Lenczewski, Shibata). Through the decades, Thailand has been a particular area of strength for the CSEAS and our tenure-track Thai linguist (Thepboriruk) and Thai scholars (Molnar, Thurmaier) continue to engage the Kingdom. Our committed Burma experts (Raymond, Than), combined with those faculty conducting research in Myanmar (Lenczewski, Wilson, Shibata), buttressed by the institutional support of the Center for Burma Studies, put us at the top of this field.

(F3. Instructional staffing). SEA studies courses are taught by 21 core SEA faculty members and 13 other associates and affiliates. Our main focused disciplines with tenured SEA professors are Anthropology (2), History (3), and Political Science (4). CSEAS also has links with faculty in Geographic and Atmospheric Sciences/Geology (3), Music (1), Public Health (1), Art (1), Public Administration (1), and Family, Consumer, and Nutrition Sciences (1).

NIU has a strong tradition of offering study abroad opportunities in SEA, such as our 2014, 2015, 2017 Study Abroad Experiencing the Arts in Bali. The Center has committed to a new push to team up with our MSI partners to run joint SEA study abroad programs, such as the successful study tour for community college educators to Cambodia in Summer 2016 led by Judy Ledgerwood, and both the CSEAS-sponsored Waubensee College Study Abroad Cambodia in Summer 2018 and the Study Abroad Borneo coming in 2019 through an MSI-CC faculty member. For community college and high school educators, the Fulbright-Hays Group Projects Abroad to the Philippines was led by anthropology professor Susan Russell and Tagalog language instructor Rhodalyne Gallo-Crail in Summer 2015. Collaborations with the College of Business and the College of Health and Human Sciences involved faculty across NIU in 2017 and 2018 with International Business Seminars to Vietnam and Thailand (Chih-Chen Lee) and in 2014, the Heart of Hearing Program in Cambodia (King Chung).

About 30 undergraduates enroll in the SEA studies minor each semester. Thus, the proportion of SEA undergraduates to SEA faculty specialists is about 3-2, before accounting for the Southeast Asianists connected with the library, the language learning center, the international studies office, and affiliated departments. Over the past grant period, SEA instruction consisted of 30 regular faculty. Additionally, 7 visiting professors and scholars, 6 TAs, and 18 FLTAs contributed to SEA instruction at NIU. In addition to these instructors, students benefited from their interactions with a weekly slate of guest lecturers (85 over the past four years) through our Friday Brown Bag SEA lecture series and other campus talks and presentations.

(F3. Pedagogy training). NIU regulations require all instructional assistants to undergo training in pedagogy. In addition to this required training, the FLTAs also take FLMT 597, the FLAL teaching methods course. This keeps them current on proven pedagogical theories, emphasizing

practical application and successful incorporation of methodologies and materials in the university level foreign language classroom. Our regular language instructors are some of the best trained in the field with their annual participation in ACTFL and other relevant certifications.

(F4. Interdisciplinary undergraduate). Our core interdisciplinary course is SEAS 225, an undergraduate introduction to SEA. This course, managed by the CSEAS Assistant Director and a GA, covers a variety of topics taught by 9 to 11 CSEAS faculty associates. Topics have included literature, religion, prehistoric migrations, political systems, tropical hazards, colonial history, the Vietnam War, gender issues, population and health issues, and genocide. Presentations integrate lectures, visual and performing arts, assigned readings, multimedia, and in-class discussion and extra-curricular cultural events. This remarkable multidisciplinary course is the chief introduction to SEA and a major source of our minors in SEA studies.

The SEAS Minor is built to ensure an interdisciplinary approach. Students must take courses in multiple departments in addition to their SEA language requirement. In the past four years, 78 individuals have signed up for our SEAS Minor and they mirror the diversity and interdisciplinarity of our faculty and course offerings. They come from 26 majors in six colleges (LAS, BUS, VPA, HHS, EET, EDU).

Of the collaborations we have tried to seed across disciplines, the most successful have been collaborations with Public Health and with NIU's new interdisciplinary Environmental Studies program. Shibata in Public Health has taught interdisciplinary field schools with Wilson (Geographic and Atmospheric Sciences) and Lenczewski (Geology) and has begun research projects with Indonesian and Burmese counterparts. We plan to extend this work to include collaborations with Burma and Borneo on environmental issues.

Table 7. Fall 2014-Summer 2018 SEA Language Enrollments

	Burmese	Indonesian	Khmer	Tagalog	Thai	Vietnamese
Fall 2014	26	22	11	24	24	1
Spring 2015	28	24	12	22	20	1
Sum 2015	4	2	-	2	1	1
Fall 2015	29	28	19	27	23	1
Spring 2016	26	27	17	33	21	-
Sum 2016	1	3	-	1	1	-
Fall 2016	25	34	24	27	23	-
Spring 2017	19	37	24	13	22	-
Sum 2017	1	7	3	-	1	-
Fall 2017	19	29	24	12	20	-
Spring 2018	17	28	22	14	20	-
Sum 2018	-	1	4	4	4	-

(G.) Quality of the
Center's Language
Instructional
Program. (G1.
Language
enrollment) With 2
tenure-track

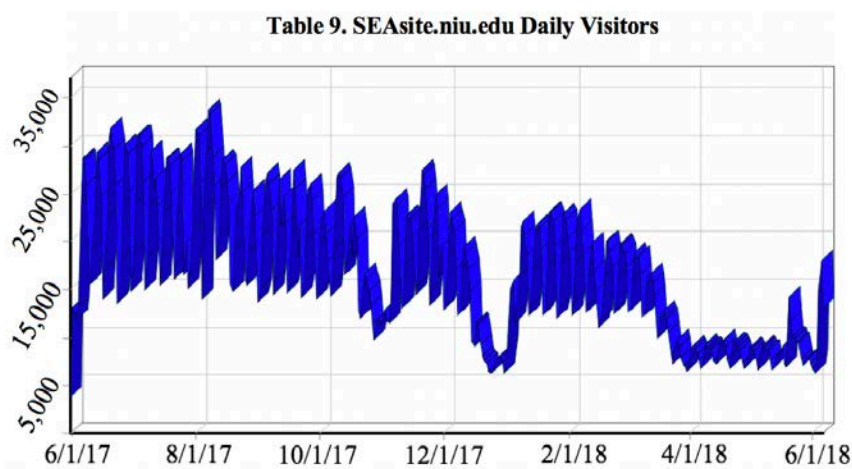
professors (Burmese and Thai), 2 native-speaking senior instructors (Tagalog and Khmer) and 1 recently hired native-speaking instructor (Indonesian), NIU has borne the national responsibility of training Americans in 5 of the 7 major SEA languages, all 5 of them Priority Less Commonly Taught Languages (LCTLs). This staff of 5 is further supported by Fulbright FLTAs in Burmese, Indonesian, Tagalog, and Thai classes. Learning materials and instructional technology through SEAsite and NIU's Department of Foreign Languages and Literatures' Multimedia Learning Center bolster these human resources. NIU also teaches Mandarin (an official language of Singapore) and Portuguese (an official language of East Timor).

The introductory level of each SEA language is taught 5 hours per week (10 hours per academic year), with consistently high enrollments in first-year courses and nearly 1,000 students enrolled in SEA languages over the past four years (see Table 7 on Fall 2014-18 SEA language enrollments at NIU). Intermediate Thai and Indonesian are also taught 5 hours per week, with 3 days per week for intermediate Burmese, Khmer, and Tagalog and 3 days per week for advanced levels of all 5 languages. Because introductory levels are taught 5 days per week, SEA language courses fulfill the NIU language requirement in one year instead of the usual two and are thus an attractive alternative for undergraduate students. These early classes also are

a natural tool for CSEAS to recruit SEAS minors or contract majors, and to introduce US students to the region's languages and cultures.

NIU fully funds the two tenure track positions in Burmese and Thai as well as the Indonesian instructor position, which we hope to convert back to a tenure track position in the next grant cycle. Salaries for Tagalog and Khmer instructors are supported 70% and 50% by NIU and 30% and 50%, respectively, by the NRC. In addition, in 2016 and 2017 the Indonesian government has funded a language and culture specialist to work with our Indonesian instructor during fall semester.

In 1997, with funding from the U.S. Department of Education and U.S. Department of Defense, CSEAS inaugurated SEAsite, an extensive set of online language learning resources and materials, including structured lessons supported by images, streaming audio, and interactive self-tests on 7 SEA languages: Burmese, Khmer, Lao, Indonesian, Thai, Tagalog, and Vietnamese. Each country's site also includes materials on such topics as art, cuisine, history,



music, ethnicity, and politics. SEAsite is used in our language teaching at NIU and by many universities and individual learners around the world. SEAsite allows the CSEAS

to reach beyond the students who study SEA languages at NIU. From June 1, 2017 to June 1 2018, SEAsite had 41,640,439 total hits from 6,223,468 visitors (1,977,930 unique IPs). On a daily average the past year, 16,729 visitors made 111,936 hits on 17,201 page-views (see Tables

1 & 8). CSEAS is currently updating content and streamlining the format of SEAsite in addition to linking up to the distance and online language offerings we are developing.

(G2. Levels). As noted in our enrollment statistics above, we provide daily SEA language classes at the introductory, intermediate, and advanced levels of all five languages on 3- or 5-day schedules. This flexibility in higher-level language classes allows us to tailor courses to the needs of enrolled (mostly graduate) students. Our language classes consistently draw students who want to advance their SEA language acquisition in-country. In 2018, we sent a record number of NIU students (14) to Cambodia, Indonesia, Myanmar, the Philippines, and Thailand to study language as summer FLAS fellows. In 2017, we sent 11 students to SEA, five as summer FLAS fellows and six through the competitive Critical Language Scholarship and Fulbright-Hays COTI programs. These programs offer students the opportunity to study culture, history, art, and other subjects in the respective language they are studying, deepening their proficiency as well as their in-country knowledge.

(G3. Language staffing and pedagogy). SEA language training at NIU is well equipped in terms of teaching staff and assistants, although we hope to add a third tenure-track position (for Indonesian) in this grant cycle. Our language teachers take advantage of internal and external opportunities to upgrade their skills and to develop new teaching materials to improve student skills in speaking, reading, and listening, particularly at intermediate and advanced levels. In the past grant cycle, all participated in NIU faculty development workshops on the use of technology in teaching, online teaching techniques and course development, and rubrics for effective assessment. In the past year, Rhodalyne Gallo-Crail (Tagalog) and Kanjana Thepboriruk (Thai) trained in the ACTFL's Oral Proficiency Interview in addition to attending a workshop at Cornell University on Task-Based Instruction with Tharaphi Than (Burmese). Thepboriruk,

Than, and Hartati (Indonesian) also attended a COTSEAL roundtable on SEA language assessment and curriculum development at AAS in 2018. During their time at NIU, our FLTAs are trained in proficiency methods through apprenticeship programs, required WLC pedagogy coursework, and through mandatory teaching assistant training.

CSEAS will continue to support teacher training for SEA language teachers through the planning, hosting, and participation in COTSEAL teacher training workshops at partner institutions. COTSEAL workshops provide essential language-specific training for the teachers of SEA languages that would otherwise be unavailable for LCTLs and Critical Languages as defined by the National Security Education Board (NESB). During this grant cycle, COTSEAL workshops will focus on online instruction and the teaching and assessment of oral proficiency and receptive skills (listening and reading). CSEAS will provide support to send our language teachers to these workshops. We also provide financial compensation for work completed by our language teachers when they serve as workshop organizers and peer evaluators for materials developed as part of teacher training, and when they host a COTSEAL workshop in the 2020-21 academic year.

(G4. Performance-based) Our instructors aim is to develop and use materials that train students to function as speakers, rather than to meet achievement-driven goals. All of our SEA language classes require spontaneous student response to authentic speakers and materials. Textbooks are primarily used as reference sources, and most class work consists of partner work, group discussion, role-play activities, language games, and extracting specific information from authentic texts and visual materials. In addition, all SEA classes are taught in smart classrooms equipped with electronic devices and internet connections so that instructors can employ a variety of media for cultural enrichment, in-class assignments, and as background for language

instruction (such as SEAsite, Blackboard, Google Earth, and YouTube). Students participate in performance-based tasks that require them to record speech and conversations in the target language for online submission and evaluation. They make regular use of the Language Lab to practice their listening and pronunciation. Students participate in peer-led small group tasks that allow for optimal language use and interaction. In many instances, assessments are facilitated by one student with another student or in small groups with teachers and TAs as language and cultural resources. Students also participate in cultural field trips to SEA events and communities in nearby Chicago to experience and simulate in-country immersion.

Following the ACTFL guidelines for language proficiency, all SEA language students are regularly assessed through oral proficiency interviews in order to gauge their progress throughout the semester. At the end of the semester, an exit interview is held to measure each student's progress. The first-year goal for all languages is the development of students' spoken competency equivalent to the ACTFL proficiency rating of novice-high. Second year courses are designed to bring students to intermediate proficiency; and third- and fourth-year instruction centers on mastery of authentic materials to promote competency at ACTFL's intermediate-high to advanced levels. All language classes rely on weekly or bi-monthly spoken and written quizzes. Our SEA language classes consistently produce students who perform at the high-intermediate and advanced levels, as measured by recent scholarship awards to 7 NIU students for in-country immersion training, such as Boren Awards, the Critical Language Scholarship, and the Fulbright-Hays/COTI scholarship.

(H). Quality of Curriculum Design. (H1. Quality Undergraduate instruction in SEA). Since 1976 NIU has offered a minor in SEA studies. The undergraduate minor in Southeast Asian Studies is the hub of our undergraduate SEA training program and has been particularly adapted

to provide knowledge and training for students who anticipate careers in government (particularly the foreign service), in secondary school teaching, and in international business or academic institutions that offer programs dealing directly or peripherally with SEA. The minor requires 19-21 hours and must include 10 semester hours of an intensively taught SEA language (Burmese, Indonesian, Khmer, Malay, Tagalog, or Thai) or 12 semester hours of Chinese language. Demonstrated competence in an approved SEA language may be substituted for the required language courses. An additional 9 semester hours from at least two departments must be selected from among the 90 SEA courses listed in our catalog. The CSEAS also offers a SEA Studies contract major, negotiated by individual students with CSEAS and CLAS. Every year, CSEAS distributes information about the minor via targeted discussions with student advisors in the 7 colleges of the university, via information on the CSEAS website, and at NIU recruitment events. Updates coming to the SEAS Minor will be the addition of the career- and internship-oriented ILAS 440 (Seminar in Student Professional Development) course.

Our gateway course to the minor is SEAS 225, Southeast Asia: Crossroads of the World. This course fulfills a general education requirement and is taken by students across the university. Over the last five years, this course has had up to 40% enrollment of students from outside the social sciences and humanities in the colleges of Business, Visual and Performing Arts, Health and Human Sciences, and Engineering. We have been professionally videoing and cataloging these lectures and plan to roll out an online section of SEAS 225, allowing more of our MSI partners to join. This multidisciplinary course is team taught by CSEAS associates across several departments. NIU offers more than 20 undergraduate courses with 100% SEA content and 38 courses with 25% to 50% SEA content. The number of students enrolled in SEA

classes varies by year based on course offerings. Enrollments in SEA-focused courses across the grant period was up slightly from the last cycle to 1,825.

The core requirement for the current minor and contract major in SEA studies, as well as for the proposed major, is language. Students must complete at least 10 hours instruction in one of the national languages of SEA taught at NIU (all priority LCTLs). Most of our minors choose to continue on to intermediate language classes with an additional 10 hours of language instruction. Students who complete 20 hours of language instruction generally reach an intermediate proficiency level (the exact level varies by language and student aptitude), and are prepared to enroll in advanced language courses, proceed to graduate programs, and conduct fieldwork in SEA.

Indeed, the NIU regulation that requires BA candidates to fulfill a foreign language requirement has resulted in some of the nation's highest undergraduate enrollment in SEA language courses. Every year on average almost 250 students enroll in Burmese, Indonesian, Khmer, Tagalog, and Thai classes. Most minors in SEA studies have been drawn to the field by their enrollment in these language courses (or their introduction through SEAS 225). By putting SEA studies and languages at the core of baccalaureate program requirements, NIU and CSEAS have been able to reach out to a diverse, multicultural undergraduate population.

Several new SEA courses were recently developed and taught, including: Spies, Lies and Secret Wars: CIA in the World (HIST); Vietnam War through Film (HIST); China's Foreign Policy: Past and Present (POLS); Contemporary Topics in Political Science: Selected Issues on China (POLS); Seeing Southeast Asia through Film and the Media (WLC); Censorship and Literature: State and Society in Authoritarian Countries (WLC); History of Buddhism in SEA (HIST); Ethnicity, Religion and Conflict in SEA (POLS); State Society Relations in SEA

(POLS); Music, Dance and Theatre as Visualized in SEA Art (ARTHIST); Origins of Political Order in SEA (POLS); Tropical Environmental Hazards (GEOG); History of Political Violence in SEA (HIST); and a seminar in the business school's Experiential Learning program designed for the Caterpillar Corporation called Identification of Critical People and Cultural Aspects when Integrating into New Regions of the World (Thailand) (BUS). Several courses were also revised and significantly updated, including those on the Vietnam War, Indonesian literature, and Asian American cultures.

Our depth in a variety of disciplines and country-specializations ensures a high quality undergraduate training program. Over the past four years, 4,218 students enrolled in SEA content courses (3,241 non-language, 977 language). All countries of the region are covered by courses in history, political science, anthropology, art history, geography, and music, but NIU's faculty expertise particularly includes Burma, Cambodia, Indonesia, the Philippines, and Thailand. We retain a strong presence in the study of the Indonesia/Malay world (6 faculty), SEA language/linguistics (5) and Cambodia (4), and NIU has the only Center for Burma Studies in the US. In the upcoming grant cycle, we hope to gain SEA faculty positions in archaeology and cultural anthropology.

(H2. Advising). Much of CSEAS staff time is dedicated to supporting undergraduate minors and contract majors. New candidates to the minor are advised by the CSEAS Outreach Coordinator and, as needed, by the CSEAS Director and Assistant Director. We have maintained a steady enrollment of about 30 undergraduate minors across the past 4 years, even given declining enrollments at NIU. 31 graduate students pursue SEA certificates at NIU, though we expect this to rise with the addition of an online graduate certificate option (see A.). Graduate students are

advised by the Assistant Director as well as by SEA specialists in their departments. Particular attention is given to FLAS awardees.

At the graduate level, our certificate has been in place eight years and students report greater breadth and flexibility in coursework options as we maintain substantive training in the field of Southeast Asian Studies. Following the trends in area studies generally, and within NIU specifically, the program opens up the certificate to “at-large” students who are not enrolled in degree programs such as government officials, workers in non-profits/NGOs, educators, and business people.

Over the next four years we plan to roll out a fully online graduate certificate option, employing online courses and distance learning to expand our reach as a national resource center. The requirements (12-22 hours) include 10 hours of a SEA language, a required graduate seminar (SEAS 625), and three other courses, one each drawn from three categories: Culture and Arts, Geography and History, and Politics and Southeast Asian Studies. The variable hours reflect the fact that the language requirement can be met with a competency test in the language or waived for native speakers. Our burgeoning slate of Southeast Asian language distance learning offerings and our network of overseas and domestic intensive language programs make the certificate possible for the remote online student and more flexible for our traditional graduate students. NIU SEA course listings at the graduate level include 58 courses, 25 of them with 100% SEA content. The new graduate seminar will be taught as an interdisciplinary course parallel to SEAS 225 and will be coordinated by the Assistant Director. A few of these courses are available online now and we aim to increase this number over time, including distance language programs.

NIU has been a leading member of national consortia such as Consortium for the Teaching of Indonesian and Malay (COTIM) and Advanced Study of Khmer (ASK) both of which organize intensive language training in study abroad programs. Over the years we have sent students to these programs when available as well as to other approved language training programs in the region. Through these programs and through MOU arrangements with SEA universities we have links that allow students to study languages and often to stay on after their programs to explore research possibilities.

Southeast Asian NRCs collaborate with NIU in cooperative efforts to teach SEA languages in the US during the summer via SEASSI. The CSEAS Director serves on the SEASSI Advisory Board and in 2016, one NIU student attended SEASSI to study Burmese. The CSEAS encourages its students to take advantage of the USINDO language program in Indonesia, and has had 3 students (2 undergraduates, 1 graduate) awarded Critical Language Scholarships for Indonesian from the US Department of State (2017), and 5 undergraduates in the COTI program (2016 and 2017).

(I.) Outreach Activities. Fostering greater US understanding of Southeast Asia through cultural activities, educational programs, and people-to-people engagement will continue to be the cornerstone of our outreach programming. Throughout the previous grant cycle, our faculty and staff: (1) presented lectures at area community colleges, (2) brought 240 Southeast Asia youth exchange students and educators to interact with students and teachers at 2 area high schools, (3) accompanied 62 YSEALI fellows over 3 years to volunteer at 4 community nonprofit organizations in DeKalb County, (4) demonstrated SEA music and crafts to several hundred pupils, parents, and teachers at elementary school multicultural fairs, (5) introduced SEA languages to several hundred secondary school students at 3 statewide GlobalFest events, (6)

sponsored Lunar New Year and other regional cultural festival events on and off campus, (7) taught gamelan and Indonesian children's singing games in regional and statewide workshops for music teachers, and (8) began a podcast series of conversations with visiting specialists in SEA studies. We also oversaw a Fulbright-Hays Group Projects Abroad for US high school and community college educators. They traveled to the Philippines and developed a pilot project in 2016 with two community college educators to create a Cambodia study abroad program for students at their two institutions in summer 2018.

(II. K-12). In the next grant cycle, we propose to build out all of these initiatives to (1) begin a partnership with NIU's teacher licensure unit to assist in K-12 SEA curriculum development, (2) hold 4 teacher training workshops, one per year, for elementary and secondary teachers, (3) shepherd an additional Southeast Asia study abroad program for educators (to Palawan in the Philippines), and (4) increase marketing and standardize formatting of expanded K-12 curricula. Three of our teacher training workshops will be one-day continuing education events for high school global studies/world cultures teachers, geographically targeting three Chicago metro regions and held at NIU's three satellite campuses. The fourth workshop will be a one-day Southeast Asian art and music workshop on campus geared to elementary school teachers.

Involving Americans is key to our outreach programs, our cultural events, and most importantly to our Department of State exchange programs. The exchange programs bring SEA students and young adults to NIU for leadership training. For these programs we put particular emphasis on living with US host families for a minimum of one week (nearly 50 families participated in 2018). SEAYLP and PYLP participants also shadow their American counterparts at three local high schools. SEAYLP includes a Global Youth Leadership Camp (GYLC) in which 15 selected area high school students join the program for a leadership weekend at a rustic

retreat center and for three days in Washington D.C., where they engage in a diplomatic simulation at the Department of State among other activities.

CSEAS also annually participates in GlobalFest, a statewide celebration of languages and cultures for high school students sponsored by the Illinois Council on the Teaching of Foreign Languages and the NRCs at the University of Illinois.

(I2. Postsecondary). The CSEAS' weekly lecture series draws scholars from around the Midwest, with the NIU Graduate School funding at least two national or international-level speakers per year. Open to all, the series offers students, faculty, and the public (including community college students and faculty) opportunities to engage and debate with SEA scholars on critical topics and emerging research from the region. Attendance in the last four years has held steady, averaging just over 570 attendees each academic year. In 2016, the lecture series was integrated into NIU's College of Business' Global Passport Program, which requires students to attend globally diverse lectures on campus.

The CSEAS hosts or collaborates on several conferences at NIU during a typical grant cycle. These include the Council on Thai Studies (COTS), the International Burma Studies Conference (hosted by the NIU Center for Burma Studies), and the annual Southeast Asia Student Conference, which in addition to NIU students draws community college students, undergraduates, and graduate students from other SEA programs in the US. During the next grant cycle, we plan to work with the Center for Burma Studies on an exhibition that documents the Burmese refugees' art of surviving on their journey from Myanmar to Illinois.

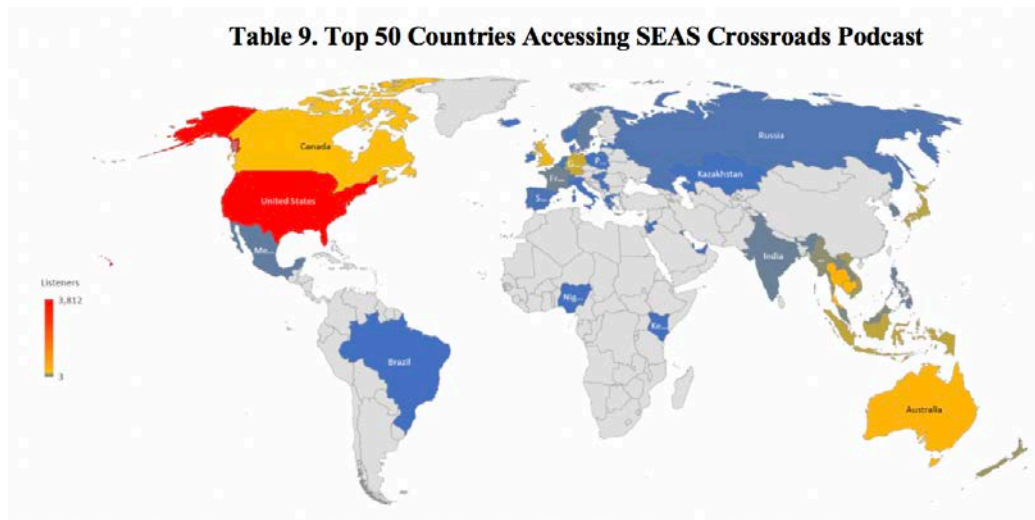
We also propose a half-day Global/International Studies Teach-In at Elgin Community College (ECC), coordinating with the school's Global Studies program. We will bring our staff and two faculty associates to engage with ECC students pursuing this major and with the

program's teaching faculty. We will also promote our Southeast Asian Studies minor, FLAS grants, distance language learning, and outside funding opportunities.

We are currently developing new SEA study abroad programs at area community colleges. Planned for the next grant cycle is a study abroad program for STEM students to study the unique biology of Borneo and its potential for new medicines in addition to an environmental studies program for high school and community college educators to Palawan in the Philippines.

In addition, we plan to expand our online SEA language offerings to students at community colleges and the general public (see Section A).

(I3. Business, Media and the General Public). The CSEAS actively engages a larger audience through the use of social media (Facebook and Twitter), a weekly e-bulletin during the academic year, our annual *Mandala* newsletter, and a new podcast series, *Southeast Asia Crossroads*. Our



e-bulletin and
newsletter
circulate to
approximately
800 individuals;
we also print
250 copies of

the newsletter to distribute at conferences and selected events. Our Facebook page currently has 1,692 followers, and we have 165 followers on Twitter. Our *Southeast Asia Crossroads* podcast series, which so far includes 34 conversations on wide-ranging SEA topics, has had more than 8,000 listens from the US and 69 other countries since we began production in September 2016.

Most CSEAS outreach activities at NIU are open to the public; cultural events attract the most community enthusiasm and attendance. In the next grant cycle, we will again host at least four cultural events a year open to the community, including a SEA Film Series, gamelan performances, a Lunar New Year celebration, and an “iftar” meal during Ramadan. We also plan to more actively engage heritage students and their families by encouraging NIU’s Asian American fraternities, sororities, and clubs to join our outreach activities both on and off campus.

NIU’s College of Visual and Performing Arts (CVPA) annually presents a World Music Concert under the coordination of CSEAS associate Jui-Ching Wang. We will continue to support this live music and dance event, which includes the gamelan orchestra and regularly draws several hundred attendees. We plan to expand our collaboration with CVPA in the next grant cycle with projects that showcase SEA visual and performing arts, both traditional and contemporary. The first is a traveling exhibit documenting Burmese refugees’ art of surviving in their journey from Myanmar to Illinois. It will tour selected MSIs, CCs, libraries, and universities in the Midwestern cities where Myanmar refugees (Karen, Chin and Rohingya) have been relocated.

We also plan to begin a bi-monthly children’s reading hour with the DeKalb Public Library in which FLAS students and FLTAs students will read SEA stories from the CSEAS’ children’s book collection to American children under the age of nine. Having recently begun to add SEA-themed graphic novels to our CSEAS collection, we also plan to promote one such book in the fall and the spring to area youth who use the library’s Teen Reading Room, ending each semester with a book club-style discussion event.

(J.) FLAS Awardee Selection Procedures. Advertising. Advertising for FLAS begins early Fall through the CSEAS email bulletin, CSEAS staff visits to all SEA language classes, the NIU

online scholarships system, flyers and social media, MSI/CC visits, and our associates presenting to their classes and students. In November/December we also run an application writing workshop. **How students apply.** Students apply online through a Qualtrics form on the CSEAS website. Here they submit vital personal information, academic background, a statement of purpose, transcripts, and a CV. They also describe ways their program of study and career ambitions meet Title VI priorities. A separate link allows academic and language references to submit their letters and evaluations. **Selection criteria.** The FLAS selection committee evaluates each application on a 100 point scale according to the following criteria: 20 points-**High Financial Need** (from FAFSA, expected family contribution below \$1,000), 20 points-**Statement of Purpose**, 15 points-**Academic Letters of recommendation**, 10 points-**Language Evaluation**, 10 points-**Study/research/career interests align with Title VI priorities**, 10 points-**Overall GPA**, 5 points-**Recent GPA** (previous two semesters), 5 points-**Standardized test scores** (where applicable), 5 points-**Academic distinctions** (honors, prizes, class ranking, etc.), **Selecting fellows.** The FLAS selection committee is chosen from among the CSEAS associates by the CSEAS Advisory Committee (which functions like an Executive Committee). The 5-member committee must have at least one SEA language instructor. Care is taken to ensure a broad representation of fields, disciplines, and countries/areas/languages of focus.

Selection timeline. Summer FLAS applications are due Jan. 1. The FLAS committee meets and submits its Summer FLAS rankings by Feb. 1 followed by recipient announcements. AY FLAS applications are due Feb. 1. The FLAS committee meets and submits its AY FLAS rankings by Mar. 1 followed by award announcements.

(K.) Competitive Preference Priorities. (K.a. MSIs). MSIs play a key role in past, present, and future CSEAS projects. Active collaborations with 6 MSI community colleges consist of funding

and encouraging their involvement and attendance in all our activities (speaker series, conferences, workshops, outreach activities). In addition, we create specific programs for them. By recruiting MSI-CC colleagues, helping them develop SEA area and course content, and taking them and eventually their students to SEA, we create a climate conducive to the perpetual delivery of SEA area studies. We work together to recruit their MSI colleagues into SEA Cohorts. One such SEA Cohort at Waubensee CC was a biologist who, inspired by her colleague in sociology, led our sponsored Study Abroad Cambodia in Summer 2018. She then began working toward her own study abroad to facilitate her own scientific research and the documentation of fast-disappearing traditional knowledge in indigenous communities on the utilization of biological resources in Borneo. With CSEAS support she is there this summer planning a biology-focused Study Abroad Borneo program. She will take MSI students there in summer 2019. Close relationships with MSI SEA Cohorts spawn student interest. Simultaneous distance language learning and SEAsite content then create pathways to FLAS eligibility and SEA area studies exposure.

(K.b. Teacher Education Collaboration). In the upcoming grant cycle, we plan to collaborate closely with two well-established entities: the Teacher Licensure program in NIU's College of Liberal Arts and Sciences and the Educate Global program in NIU's College of Education. We will fund students working toward high school teacher certification who wish to integrate SEA into their lesson plans and teaching portfolios. We will encourage them to participate in our SEA courses and activities. We will also provide resources for their lesson materials and opportunities for them teach the material to students from across SEA (here on our various Department of State programs) for a diverse and unique teaching/feedback experience. They will then pilot materials in regional high schools under state teaching standard guidance from their cooperating

teachers (who we will also recruit). Their modules, lesson plans, and classroom materials will be shared via our website as national resources on teaching SEA. Educate Global at the COE places K-8 pre-service teachers in elementary and middle school districts abroad to provide first-hand experiences with different cultures, international colleagues, and international internship/teaching. In our new partnership with COE, the CSEAS utilizes its linkages and in-country networks to send Educate Global students to SEA schools. These teacher ed students become prime candidates for participation in CSEAS programs, for taking SEA languages at NIU, and for meeting the expected national K-12 language program needs in the less commonly taught SEA languages.

(FLAS Competitive Preference Priority 1, Financial Need). CSEAS will give a preference to undergraduate and graduate FLAS applicants who demonstrate high financial need by having little to no expected family contribution (under \$1,000). This preference is expressed in the FLAS selection committee's evaluation rubric that weighs financial need 20 out of 100 points. The other 80 points are awarded in a mix of qualitative and quantitative measures for high academic achievement.

(FLAS Competitive Preference Priority 1, Less Commonly Taught Languages). All our core SEA languages (Burmese, Indonesian, Khmer, Tagalog and Thai) not only meet this criterion but are also less commonly taught languages.

With NRC-FLAS funding, NIU's Center for Southeast Asian Studies can continue its distinguished tradition of training generations of students in Southeast Asian area studies courses and language training, helping them to engage the region, and preparing them for the global careers of the 21st century.

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☐ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$351,000 Year 2: \$351,000 Year 3: \$351,000 Year 4: \$351,000

Type of Applicant

- ☐ Single institution Northern Illinois University, Center for Southeast Asian Studies
- ☐ Consortium of institutions
 - ☐ Lead _____
 - ☐ Partner 1 _____
 - ☐ Partner 2 _____
 - ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Burmese, Indonesian, Khmer, Tagalog, Thai

LIST OF ACRONYMS

AAS - Association of Asian Studies
ACTFL - American Council on the Teaching of Foreign Languages
ANTH - Anthropology
APLU - Association of Public and Land-Grant Universities
ARTHIST - Art History
ASEAN - Association of Southeast Asian Nations
ASK - Advanced Study of Khmer
AY - Academic Year
BA - Bachelor of Arts
BUS - Business
CAPSEA - Cooperative Acquisitions Program for Southeast Asia
CC - Community College
CEO - Chief Executive Officer
CIA - Central Intelligence Agency
CLAS - College of Liberal Arts and Sciences
CLS - Critical Language Scholarship
COB - College of Business
COE - College of Education
CORMOSEA - Committee on Research Materials on Southeast Asia
COTS - Council on Thai Studies
COTI - Consortium for the Teaching of Indonesian
COTIM - Consortium for the Teaching of Indonesian and Malay
COTS - Council of Thai Studies
COTSEAL - Council of Teachers of Southeast Asian Languages
CSEAS - Center for Southeast Asian Studies at NIU
CSEAS-MSI - Center for Southeast Asian Studies and Minority Serving Institutions
CVPA - NIU's College of Visual and Performing Arts
EAP - Endangered Archives Programme
ECC - Elgin Community College
EDU - Education
EdD - Doctor of Education
EET - Engineering and Engineering Technology
ESE - Environment Sustainability, and Energy
ETA - English Teaching Assistant
FAFSA - Free Application for Federal Student Aid
FCNS - Family, Consumer and Nutrition Sciences
FLAL- World Languages and Cultures (formerly Foreign Languages and Literatures)
FLAS - Foreign Language and Area Studies
FLST - Foreign Language Special Topics
FLTA - Foreign Language Teaching Assistant
FLMT - Foreign Language Teaching Methods
FT – Full-time
FTE – Full-time Equivalent

G - Graduate (student)
 GA - Graduate Assistant
 GEPA - General Education Provisions Act
 GEOL - Geology and Environmental Geosciences
 GPA - Grade Point Average
 GYLC - Global Youth Leaders Camp
 HHS - Health and Human Sciences
 HIST - History
 IAM - Illinois Association of Museums
 ILAS 440 - Seminar in Student Professional Development
 iFRET - International Field Research Experience for Teachers
 LAS - Liberal Arts and Sciences
 LCTL - Less Commonly Taught Language
 LGBT - Lesbian, Gay, Bisexual and Transgender
 MA - Master of Arts
 MOU - Memorandum of Understanding
 MSI - Minority-Serving Institution
 MSI-CC - Minority-Serving Institution Community College
 NGO - Non-Governmental Organization
 NESB - National Security Education Board
 NIU - Northern Illinois University
 NRC - National Resource Center
 OCLC - Online Computer Library Center
 POLS - Political Science
 PhD - Doctor of Philosophy
 PT – Part-time
 PYLP - Philippines Youth Leadership Program
 RET - Research Experience for Teachers
 SEA - Southeast Asia or Southeast Asian
 SEADL - Southeast Asia Digital Library
 SEALC - Southeast Asian Language Council
 SEAM - Southeast Asia Materials Project
 SEAS - Southeast Asian Studies
 SEAsite - Southeast Asian Language and Culture website
 SEASSI - Southeast Asian Studies Summer Institute
 SEAYLP - Southeast Asia Youth Leadership Program
 SOAS - University of London School of Oriental and African Studies
 STEM - Science, Technology, Engineering and Mathematics
 TA - Teaching Assistant
 TBD - To be Determined
 TESOL -Teaching English to Speakers of Other Languages
 TeachSEA - Teach Southeast Asian Studies
 TICFIA - Technical Innovation and Cooperation for Foreign Information Access
 UG - Undergraduate (student)
 UN - United Nations
 US - United States of America

USDE - US Department of Education
USINDO - United States-Indonesia Society
UW-Madison - University of Wisconsin-Madison
VPA - Visual and Performing Arts
WLC - World Languages and Cultures
YSEALI - Young Southeast Asian Leaders Initiative

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program
Northern Illinois University

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DIVERSE PERSPECTIVES AND WIDE RANGE OF VIEWS IN FUNDED ACTIVITIES

From sending teachers abroad to organizing Model ASEAN simulations, from special podcasts featuring experts on opposing sides of international issues to Southeast Asian (SEA) teaching modules, diverse perspectives and healthy academic debate are fundamental to all Center for Southeast Asian Studies (CSEAS) Title VI grant activities.

Through travel to SEA, participants in NRC-funded CSEAS events encounter alternative ways of thinking, modes of social organization, and systems of belief. With Summer Foreign Language Area Studies (FLAS) support, we will send at least 35 students on intensive language study programs in SEA run by our overseas partners. Our MSI study abroad and Educate Global programs send additional cohorts of faculty and students to SEA for intensive area studies training.

Participants in NIU's conferences and workshops on the International Relations of SEA will share valuable knowledge and dialogue on this vital region. Three SEA consuls joined our previous ASEAN conference, giving critical input and counterpoints, and we plan to do the same at our next IR of SEA conference. The CSEAS' Model ASEAN program asks students to take the worldview of another country's citizens and think through pressing global problems with different value sets. Students develop Model UN simulations, diving deep into SEA area studies content to engage other teams in debate at our Model ASEAN conference, all while serving on delegations with fellow students from SEA.

Recent cohorts of NIU's SEA studies minors interacted directly with groups of students from SEA, here studying the history of civic engagement and civil rights. Their interactions were fascinating as groups with completely different legacies of race, class, ethnicity, and minority/majority relationships in their own countries exchanged experiences and views. We plan to interview these participants in our podcast. Our classrooms and activities benefit from the diverse perspectives of our highly involved minority students (37% of SEAS Minors and 44% of CSEAS Graduate Certificate students are minorities).

Our *Southeast Asia Crossroads* podcast brings experts on the region—from academia, government, business, and the arts—to the global public. Future podcasts will feature a multi-perspective debate format on current international issues impacting the region. Our podcast and our TeachSEA Modules also allow these varied perspectives and engaging debates to have a life beyond the campus event. Our popular SEAsite website shares with the national and global public a diversity of international resources related to SEA for teachers, language learners, businesses, and the US govt.

CSEAS programs involve future business people, educators, and public administrators, teens and children, community members and language learners across the US and in 11 countries in SEA. They foster valuable experiences in language, culture, food, music, politics, history, business, education.

GOVERNMENT SERVICE IN AREAS OF NATIONAL NEED AND IN OTHER EMPLOYMENT

The CSEAS at NIU has a successful track record of placing graduates in government service, education, business, and non-profit sectors. Our graduates currently serve as Senator from Illinois (Tammy Duckworth), Executive Director of the Asia Foundation (John Brandon) and MetLife Head of Southeast Asia Government Relations (Shaun Levine) and through new and continuing initiatives we produce graduates who serve areas of national need.

To encourage career success in the fields of education, business, and non-profit, we plan to make applying for internships a mandatory part of our SEA Minor by adding an internship-oriented career course to our program. We also intend to require our SEA Graduate Certificate students to apply for at least one internship. An internship is also built into TeachSEA: Educate Global, which ensures increased SEA content in future teacher training courses and clinical experiences at NIU.

Model ASEAN trains students to analyze difficult real-world scenarios and to problem-solve positive outcomes with multiple stakeholders, key components to high-level career success in government service, non-profits, and business. In addition, Model ASEAN participants develop the job skills of teamwork, persuasive writing, oratory skills, negotiation, and compromise. The teachers involved in iFRET can add field research in SEA to their education resumes. Faculty associates mentor SEAS graduate students by honing their skills within and beyond their disciplines and connecting them to careers in government and non-profit service, academia, and national security.

The undergraduate SEAS Minor, the hub of our undergraduate SEA training program, is specially adapted to provide knowledge and training to students who anticipate careers in government (particularly the foreign service), secondary school teaching, international business, or academic institutions that offer programs dealing directly or peripherally with SEA. The FLAS selection criteria targets students interested in careers in government service and in areas of need in the education, business, and nonprofit sectors. The FLAS selection committee awards one-tenth of each applicant's score according to how well the student's study, research, or career interests align with Title VI priorities.

During our annual SEA student conference, undergraduate and graduate students showcase their research skills, language training, and in-country experience when they present research papers (judged by a panel of CSEAS associates). They receive professional feedback from fellow students, CSEAS faculty, and a prominent Southeast Asianist invited as keynote speaker. With the combined support of NIU and the NRC grant, the CSEAS helps run three programs—PYLP, SEAYLP, and YSEALI—that train young adults in leadership, project development, and others professional skills, readying them for careers in government, business, non-profits and education, while fostering relationships between the member nations.

APPENDIX 1: CURRICULUM VITAE FOR PROJECT-RELATED PERSONNEL

Discipline	Name	Percent time devoted to area/international courses or SEA
History, CSEAS Director	Eric Alan Jones	90%
World Languages and Cultures	Rahmi Aoyama	100%
History	Kenton Clymer	80%
World Languages and Cultures	Rhodalyne Gallo-Crail	100%
Political Science	Aarie Glas	75%
Political Science	Kikue Hamayotsu	80%
History	Trude Jacobsen	75%
Music	I Gusti Ngurah Kertayuda	100%
World Languages and Cultures	Kheang Leang	100%
Anthropology	Judy Ledgerwood	75%
Geology and Environmental Geosciences	Melissa E. Lenczewski	10%
Geographic and Atmospheric Sciences	Wei Luo	10%
Anthropology	Andrea Molnar	75%
Library	Hao Phan	100%
Southeast Asian Studies	Alan Potkin	100%
Art History	Catherine Raymond	75%
Political Science	Scot Schraufnagel	25%
Public Health	Tomoyuki Shibata	50%
Music	Chamni Sripraram	100%
Human Development and Family Sciences	Florensia F. Surjadi	25%
World Languages and Cultures	Tharaphi Than	100%
World Languages and Cultures	Kanjana Thepboriruk	100%
Art History	Kurt Thurmaier	75%

Political Science	Kheang Un	40%
Music	Jui-Ching Wang	70%
Geographic and Atmospheric Sciences	Jim Wilson	NA

Foreign Language Competence Scale
(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Name: Eric Alan Jones

Department/Tenure Status: Department of History/Tenured

Education: Ph.D., University of California-Berkeley; M.A., University of California Berkeley; B.A., Brigham Young University-Hawai'i; Semester exchange, University of California Los Angeles, 2000 Certificate, Institut Keguruan dan Ilmu Pendidikan (IKIP), Ujung Pandang, Sulawesi, Indonesia and University of Hawai'i Study Abroad, Intensive Bahasa Indonesian and Program in Modern Indonesian History and Culture, 1997; Certificate, Consortium of Teaching Indonesian and Malay/National University of Malaysia (UKM) in-country immersion in Malay, 1998

Academic experience: Acting Director, Center for Southeast Asian Studies, Northern Illinois University, 2017-present; Associate Professor, Department of History, Northern Illinois University, 2003-present; Visiting Scholar, UC Berkeley, 2004; Visiting Instructor, San Quentin State Prison, Patten College Program, 2002; Adjunct instructor, History Department, BYU-Hawai'i, 1996-97

Overseas experience: Director, Study Abroad Malaysia, NIU, 2005-present; Visiting Lecturer, Cambodian Studies Program, CIEE-Pannasastra University of Cambodia, 2009; Fulbright Scholar, National University of Malaysia: 2005-06; Fulbright Full Grant, Netherlands: 2000-01; Institut Keguruan dan Ilmu Pendidikan (IKIP), Ujung Pandang, Sulawesi, Indonesia, 1997; National University of Malaysia (UKM, 1998)

Foreign language competence: Dutch = 5; Indonesian = 3; Malaysian = 3; Afrikaans = 3; French = 1

Percent of time dedicated to area/international studies courses: 90%

Area/international courses taught: Asia since 1500; World Civilizations since 1500; History of Southeast Asia since 1800; History of Burma; History of Indonesia; History of Malaysia; History of Cambodia; US and Southeast Asia; Islam in Southeast Asia; Great Books in Southeast Asian Studies; Colonialism/Imperialism

Current research/teaching specializations: Politics and Practices of Islamic Devotion; Halal and Globalization

Recent publications: *Wives, Slaves, and Concubines: A History of the Female Underclass in Dutch Asia* (DeKalb, IL: Northern Illinois University Press, 2010); "Fugitive Women: Slavery and Social Change in Early Modern Southeast Asia," *Journal of Southeast Asian Studies*, Vol. 38, No. 2 (June 2007)

Number of dissertations or theses supervised in past five years: 11

Recent Recognitions/Awards/Honors: NIU Outstanding International Educator, 2018

Name: Rahmi Aoyama

Department/Tenure Status: Department of World Languages and Cultures/ Non-tenure track position

Education: Ph.D. candidate, Northern Illinois University; M.Ed, Boston University

Academic experience: Indonesian Instructor, Department of World Languages and Cultures, Northern Illinois University, 2012-present

Overseas experience: English Lecturer, Bengkulu University, Indonesia, 2000-07

Foreign language competence: Indonesian = 5

Language pedagogy training: ACTFL/OPI familiarization workshop, 2018; COTSEAL Teacher Training Workshop (2017, 2016, 2015); Professional Development, Republic of Indonesia Embassy, Washington, DC, 2017

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Beginning, Intermediate and Advanced Indonesian

Current research/teaching specializations: The use of virtual worlds to improve language skills

Recent publications: None

Number of dissertations or theses supervised in past five years: N/A

Recent Recognitions/Awards/Honors: None

Name: Kenton Clymer

Department/Tenure Status: Department of History/Tenured

Education: M.A. and Ph.D., University of Michigan; A.B., Grinnell College

Academic experience: Distinguished Research Professor, Department of History, Northern Illinois, 2010-present.

Overseas experience: Distinguished Fulbright Lecturer, Renmin (People's) University of China, Beijing, China, 2003-04. Summer School, Renmin University of China, 2013, 2014, 2015. Fellow, Bellagio Study Center, Italy, Rockefeller Foundation, October-November 2000.

Foreign language competence: German = 3; Indonesian = 2

Percent of time dedicated to area/international studies courses: 80%

Area/international courses taught: The United States in Southeast Asia and the Indian Subcontinent; American and Asia in Historical Perspective; History of US Foreign Policy to 1914; History of US Foreign Policy since 1914; The Vietnam War.

Current research/teaching specializations: The "Burma Surgeon," Gordon S. Seagrave

Recent publications: The "Burma Surgeon," Gordon S. Seagrave

Recent publications: *A Delicate Relationship: The United States and Burma/Myanmar Since 1945* (Ithaca, NY: Cornell University Press, 2015). "The United States and the Guomindang (KMT) Forces in Burma, 1949-1954: A Diplomatic Disaster," *Chinese Historical Quarterly* (Spring 2014); "The Ground Observer Corps: Public Relations and the Cold War in the 1950s," *Journal of Cold War Studies* (2013)

Number of dissertations or theses supervised in past five years: 2

Recent Recognitions/Awards/Honors: Distinguished Research Professor, Northern Illinois University, 2010-present; Presidential Research Professor, Northern Illinois University, 2006-10; Distinguished Research Award, University of Texas at El Paso

Name: Rhodalyne Gallo-Crail

Department/Tenure Status: Department of World Languages and Cultures/Non-tenure track position

Education: M.A., Ohio University; B.A., Philippine Normal University, Manila, Philippines

Academic experience: Tagalog Instructor, Department of World Languages and Cultures, NIU, 1997-present; ESL Teacher, East Elementary School, Athens, OH 1995-96; Program Director, ESL/Refugee Outreach Program, Hawthorn Hill, Des Moines, IA 1993-95

Overseas experience: Fulbright-Hays Small Group Project Abroad on Human Rights and Indigenous People's Rights, 2015, Philippine Normal University, Campuses in Manila, Quezon and Isabela, Philippines; Workshop for Teachers Teaching Filipino/Tagalog in United States, Laguna, Philippines, January 2002 (Fulbright-funded);

Foreign language competence: Tagalog = 5 (native); Ilocano = 3; Spanish = 2

Language pedagogy training: COTSEAL Teacher Training Workshop (2017, 2016, 2015); Fulbright Small Group Teacher Training for US-based Filipino language teachers; ACTFL/OPI Language Testing training

Percent of time dedicated to area/international studies courses: 100%

Area/international studies course taught: Beginning, Intermediate and Advanced Tagalog/Filipino; Translation Course; Philippine Literature; Southeast Asian Literature and Film

Current research/teaching specializations: Indigenous Languages, ESL, Intergenerational Literacy; Filipino Linguistics, Cooperative Language Learning, Language Learning Strategies

Recent publications: *Tagalog Verb Dictionary*, with Michael Hawkins (DeKalb, IL: Northern Illinois University Press, 2011); "Language Learning and the Internet: Student Strategies in Vocabulary Acquisition," with Robert Zerwekh IN *New Technologies and Language Learning: Cases in the Less Commonly Taught Languages* (Honolulu: University of Hawai'i Second Language Teaching and Curriculum Center, 2002)

Number of theses supervised in past five years: N/A

Recent Recognitions/Awards/Honors: Robert Maple/Longman Scholarship and Travel Grant, TESOL, Atlanta, GA, 1993

Name: Aarie Glas

Department/Tenure Status: Department of Political Science/Not Tenured

Education: Ph.D., University of Toronto; M.Sc. London School of Economics & Political Science; B.A., McMaster University

Academic experience: Assistant Professor, Department of Political Science, Northern Illinois University, 2017-present

Overseas experience: Field research, Association of Southeast Asian Nations, Jakarta Indonesia, 2014; Field research, African Union, Addis Ababa, 2015

Foreign language competence: N/A

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: Introduction to International Relations; Regional Security; International Organization; Current research/teaching specializations: "ASEAN; Southeast Asia Inter-State Relations; Regional Governance; International Security; Identity; Norms; Organizations; International Relations Theory; Social Constructivism; Practice Theory; Qualitative Research; Interpretive Methodologies and Methods;

Recent publications: "African Union Security Culture in Practice: African Problems and African Solutions," *International Affairs* (accepted May 2018); "Understanding Treaty Making as a Constitutive Practice of Global Politics," with Clifton van der Linden, Matthew Hoffmann, and Robert Denemark, *Journal of Global Security Studies* (accepted March 2018); "Habits of Peace: Long-Term Regional Cooperation in Southeast Asia," *European Journal of International Relations* 23, 4 (2017); "Global Governance from America, Canada and the Responsible Rest," with John Kirton IN *Debating a Post-American World: What Lies Ahead*, Sean Clark and Sabrina Hoque, eds. (London: Routledge, 2012).

Number of dissertations or theses supervised in the past five years: N/A

Recent Recognitions/Awards/Honors: N/A

Name: Kikue Hamayotsu

Department/Tenure Status: Department of Political Science/Tenured

Education: Ph.D., Australian National University

Academic experience: Associate Professor, Department of Political Science, Northern Illinois University, 2013–present; Assistant Professor, 2007-13;

Overseas experience: Malaysia (3 years plus frequent visits); Indonesia (1 year plus frequent visits), United Kingdom, and Australia

Foreign language competence: Japanese = 5 (native); Indonesian = 4

Percent of time dedicated to area/international studies courses: 80%

Area/international courses taught: Introduction to Comparative Politics; Politics of Southeast Asia; Political Violence; Seminar in Political Development; Politics of Identity; Ethnicity, Religion and Conflict

Current research/teaching specializations: Political Islam; Southeast Asian Politics

(Indonesia/Malaysia); Politics of Identity; Religious Political Parties in Muslim Southeast Asia

Recent publications: "Bringing Clientelism and Institutions Back In: The Rise and Fall of Religious Parties in Indonesia's Electoral Democracy" IN *Party Politics in Southeast Asia: Clientelism and Electoral Competition in Indonesia, Thailand and the Philippines*, Dirk Tomsa and Andreas Ufen, eds. (London: Routledge, 2012); "Once a Muslim, Always a Muslim: The Politics of State Enforcement of Syariah in Contemporary Malaysia," *South East Asia Research* 20, 3 (September 2012); "The End of Political Islam? A Comparative Analysis of Religious Parties in the Muslim Democracy of Indonesia," *Journal of Current Southeast Asian Affairs* 30, 3 (December 2011); "The Political Economy of Islamist Mobilization in a Muslim Democracy: Political Rise of PKS in Post-authoritarian Indonesia," *Asian Survey* 51, 5 (September/October 2011)

Number of dissertations or theses supervised in past five years: 10

Recent Recognitions/Awards/Honors: N/A

Name: Trude Jacobsen

Department/Tenure Status: Department of History/Tenured

Education: Ph.D., University of Queensland; B.A., University of Queensland

Academic experience: Professor, Department of History, NIU, 2017-present; Associate Professor, 2009-17; Teaching Fellow, School of African and Oriental Studies, University of London, 2007-08;

Overseas experience: Professor, Council of International Educational Exchange (CIEE), Phnom, Penh, Cambodia, 2009; Professor, Center for Khmer Studies, Siem Reap, Cambodia, 2008

Foreign language competence: French = 5, Khmer = 5, Sanskrit = 3, Indonesian = 2

Percent of time dedicated to area/international studies courses: 75%

Area/international courses taught: HIST: Vietnam War; Historiography of Burma; Human Rights in Southeast Asia; Buddhist Southeast Asia; History of Burma; Reading Seminar in Southeast Asian History; Women in Asian History; Ancient India; India 1757-1948; Southeast Asia to 1800; Southeast Since 1800; ANTH: Gender in Southeast Asia; SEAS: Key Texts in Southeast Asian Studies; Professionalization for Southeast Asianists

Current research/teaching specializations: Debt Bondage in Southeast Asia; Gender and Development Issues.

Recent publications: *Sex Trafficking in Southeast Asia: A History of Desire, Duty, and Debt* (London: Routledge, 2017); "The Curious Case of Sherlock Hare: Race, Class, and Mental Health in British Burma," *Journal of Colonialism and Colonial History* 15, 3 (Winter 2014); *The Historical Dictionary of Women in Southeast Asia*, Copenhagen: NIAS Press, 2014; *Rise of the Sarimanok*, Vol. I, *The Center for Southeast Asian Studies at Northern Illinois University 1963-2013* (DeKalb, IL: Center for Southeast Asian Studies, 2013); *Power and Political Culture in Cambodia*, with Martin Stuart-Fox, Asia Research Institute (ARI) Working Paper Series (Singapore) No. 200 (May 2013); "In Search of the Khmer *bhikkuni*: Reading between the Lines in Late Classical and Early Middle Cambodia (13th-18th centuries)," *Journal of the Oxford Centre for Buddhist Studies* 4 (May 2013); *Lost Goddesses: The Denial of Female Power in Cambodian History* (Copenhagen: NIAS Press, 2008).

Number of dissertations or theses supervised in past five years: 6

Recent Recognitions/Awards/Honors: NIU Outstanding International Educator, 2014

Name: I Gusti Ngurah Kertayuda

Department/Tenure Status: School of Music/Non-tenure track position

Education: M.A., National Performing Arts Institute (KOKAR)

Academic experience: Music Instructor, School of Music, Northern Illinois University, 2013-present

Overseas experience: Performed traditional and modern dance and Balinese gamelan; 1970-1989

Foreign language competence: Indonesian = 5

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Gamelan; Southeast Asia Music; Indonesian Dance

Current research/teaching specializations: Applied Art; Balinese gamelan; Balinese dance

Recent publications: None

Number of dissertations or theses supervised in past five years: N/A

Recent Recognitions/Awards/Honors: N/A

Name: Kheang Leang

Department/Tenure Status: Department of World Languages and Cultures/Non-tenure track position

Education: Ed.D. candidate, Northern Illinois University; M.S.Ed., Northern Illinois University

Academic experience: Instructor for Khmer language, Northern Illinois University, 2003-present; graduate assistant for CSEAS interactive Khmer language lessons and instruction on the web, 2001-03; distance evaluator for Directed Independent Language Study Program for Khmer language, Yale University (DILS), 2001-present; Visiting Fulbright Scholar, Department of Anthropology, Northern Illinois University, 2000; Training course for Cambodian lecturers of English, University of Canberra, Australia; Head of teacher training and lecturer, Institute of Foreign Languages, Royal University of Phnom Penh

Overseas experience: Native of Cambodia; in addition to above positions, served as interpreter-translator for the Headquarters of the Phnom Penh Civil Administration, UNTAC.

Foreign language competence: Khmer = 5 (native)

Percent of time devoted to area/international studies courses: 100%

Language pedagogy training: COTSEAL Teacher Training Workshop (2017, 2016, 2015)

Area/International studies courses taught: Beginning, Intermediate, and Advanced Khmer

Current research/teaching specializations: Web-based language instruction; Instructional Technology

Recent publications: None

Number of dissertations or theses supervised in past five years: N/A

Recent Recognitions/Awards/Honors: Khmer instructor, Southeast Asian Studies Summer Institute, University of Wisconsin-Madison; consultant to Yale University and the University of Wisconsin-Madison to test and verify student standards in Khmer language

Name: Judy L. Ledgerwood

Department/Tenure Status: Department of Anthropology/Tenured

Education: Ph.D., M.A., Cornell University

Academic experience: Acting Dean, College of Liberal Arts and Sciences, NIU, Aug. 2017-present; Director, Center for Southeast Asian Studies, NIU, Aug 2012-17; Professor, Department of Anthropology, NIU, 2009-present; Associate Professor, 2002-09; Assistant Professor, 1996-2002.

Overseas experience: Cambodia, summer field schools 2010, 2007, 2003, 1996, 1995, 1994; Fulbright Senior Scholarship, Royal University of the Fine Arts, 2002-03; field research in Angkor Borei, summers 1994, 1995, 1996; National Endowment for the Humanities Grant, 2000-02; Information Officer, United Nations Transitional Authority.

Foreign language competence: Khmer = 4

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: General Cultural Anthropology; Cross-Cultural Perspectives on Women; The Anthropology of Gender; Peoples and Cultures of Mainland Southeast Asia; Power and Gender in Southeast Asia; Post-Revolutionary Cambodia; Cambodia Seminar; Asian American Cultures, The Anthropology of Violence. Research Methods (Field School in Cambodia)

Current research/teaching specializations: Gender and Ideas of Ethnicity; Transnational Movements and Processes; Asian American Cultures, History of Anthropology Theory, the Reestablishment of Buddhism in Post-war Cambodia, Geographical-Southeast Asia/Cambodia

Recent publications: Introduction, *Svay: A Khmer Village in Cambodia* by May Mayko Ebihara, Andrew Mertha, ed. (Ithaca, NY: Southeast Asia Program Publications, Cornell University Press, 2017); "Buddhist Ritual and the Reordering of Social Relations in Cambodia," *South East Asia Research* 20, 2 (2012);

Number of dissertations or theses supervised in past five years: 7

Recent Recognitions/Awards/Honors: Presidential Engagement Professor, Northern Illinois University, 2015-18; Outstanding Teaching Award, Department of Anthropology, Northern Illinois University, 1997-98, 2003-04, 2004-05; Henry Luce Foundation Grants 2009-10, 2005-08

Name: Melissa E. Lenczewski

Department/Tenure Status: Geology and Environmental Geosciences/Tenured; Director of Institute for the Study of the Environment, Sustainability and Energy

Education: Ph.D., University of Tennessee; M.S. University of Arizona

Academic experience: Associate Professor, Department of Geology and Environmental Geosciences, 2006-present; Assistant Professor, Department of Geology and Environmental Geosciences, 2001-06

Overseas experience: Director, Research Experience for Undergraduates, 2017-19, Cancun Mexico
Workshop Director, Groundwater Workshop, 2016-18, Mandalay, Myanmar

Foreign language competence: Spanish = 1

Percent of time dedicated to area/international studies courses: 10%

Area/International studies courses taught: Seminar on Groundwater Issues in Southeast Asia

Current research/teaching specializations: Water quality and hydrogeology in Mandalay, Myanmar and Phnom Penh, Cambodia

Recent publications: N/A

Number of dissertations or theses supervised in the past five years: 5

Recent Recognitions/Awards/Honors: N/A

Name: Wei Luo

Department/Tenure Status: Geographic and Atmospheric Sciences/Tenured

Education: Ph.D., Washington University, St. Louis; M.S., Chinese Academy of Sciences;

Academic experience: Professor, Department of Geographic and Atmospheric Science, Northern Illinois University, 2011-present; Presidential Research Professor, 2013-17; Associate Professor, 2004-11; Assistant Professor, 1998-2004; Research Scientist, 1995-98, NIU

Overseas experience: Taught short courses in Capital Normal University, Beijing, China

Foreign language competence: Chinese = 5 (native)

Percent of time dedicated to area/international studies courses: 10%

Area/international courses taught: Geography of Asia; Guest lecturer in Crossroads of the World course; Current research/teaching specializations: GIS application in Tai toponym, spatial change, and cultural interaction

Current research/teaching specializations: GIS, Hydrology, Geomorphology, Mars, Water Resources, Remote Sensing, Tai Place Names and Water Resources

Recent publications: “Webservice for Stream Extraction from Digital Elevation Model data,” with X. Li, L. Di, T. Stepinski, *GeoJournal* (2013); “Orientation of Valley Networks on Mars: The Role of Impact Cratering,” with T. F. Stepinski, *Geophysical Research Letters*, v. 39, (2012); “Variable Catchment Sizes for the Two-step Floating Catchment Area (2SFCA) Method,” with T. Whippo, *Health & Place*, Vol. 18 (2012);, Luo, W., 2011, “Sinification of Zhuang Place Names in Guangxi, China: a GIS-based Spatial Analysis Approach,” with F. Wang, G. Wang, J. Hartmann, *Transactions of the Institute of British Geographers* (2011).

Number of dissertations or theses supervised in past five years: 2

Recent Recognitions/Awards/Honors: Presidential Research Professor, 2013-17, awarded seven external grants; published over 30 peer-reviewed articles

Name: Andrea Katalin Molnar

Department/Tenure Status: Department of Anthropology/Tenured

Education: Ph.D., Australian National University; M.A., University of Alberta, Canada; B.A., University of Alberta, Canada; B.Sc., University of Alberta, Canada

Academic experience: Presidential Engagement Professor; Northern Illinois University; 2013-present; Professor, Department of Anthropology, Northern Illinois University, 2011-present

Overseas experience: Political anthropology research Pattani, Southern Thailand, 2009-14, 2008, 2007; Research on Timor Leste elections and on Flores, Indonesia on responses to regional autonomy, 2007.

Foreign language competence: Indonesian = 5; Bajawanese = 5; Hungarian = 5 (native); German = 4; Kemak = 3; French = 3; Dutch = 3; Bajawa = 2; Manggarai = 2; Tetun = 2; Mangagarai = 1; Russian = 1

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: Religion and Cosmology in Southeast Asia; Muslim Cultures in Anthropological Perspective, Ritual and Myth

Current research/teaching specializations: Political Anthropology; Social Organization; Islam and Muslim Southeast Asian Religions and Cosmologies; Gender, Ethnic Relations and Culture Change, Language; Indonesia, Timor Leste, southern Thailand

Recent publications: "Women's Agency in the Malay Muslim communities of Southern Thailand" IN *Contemporary Socio-cultural and Political Perspectives in Thailand*, Pranee Liamputtong, ed. (Dordrecht, The Netherlands: Springer, 2014); *Timor Leste: Politics, History, and Culture* (London and New York: Routledge, 2009); *Menghadapi konflik: Indonesia Timur di Antara desentralisasi dan kerusuhan* [Facing Conflict: Eastern Indonesia between decentralization and unrest], with Bubandt, eds. [in English and Indonesian], 2009

Number of theses supervised in past five years: 10

Recent Recognitions/Awards/Honors: Presidential Engagement Professor, Northern Illinois University; 2013-present; recipient of 3 major grants and 4 fellowships; co-editor, *Asian Affairs: An American Review*, 2010-present

Name: Hao Phan

Department/Tenure Status: University Libraries-Curator of the Donn V. Hart Southeast Asia Collection/Non-tenure track position

Education: M.A., Northern Illinois University; M.LIS., University of California-Los Angeles; B.A. University of California-Los Angeles

Academic experience: N/A

Overseas experience: Travelled to 10 SEA countries for library business, most recently in 2018.

Foreign language competence: Vietnamese = 5 (native)

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: N/A

Current research/teaching specializations: Vietnamese literature; Vietnamese Americans; Southeast Asian anthropology; preservation project of Cham manuscripts in Vietnam; training project for libraries in Myanmar

Recent publications: "Preservation Workshops with Restricted Resources: Preserving Cham Manuscripts in Vietnam," with D. Spalenka, *Society of American Archivists* (2016); "Cham Manuscripts, the Endangered Cultural Heritage from a Lost Kingdom," *Restaurator, International Journal for the Preservation of Library and Archival Material* 36, 2 (2015); "The Disjunctive Politics of Vietnamese Immigrants in America from the Transnational Perspective," *Central and Eastern European Migration Review* (2015); "International Collaboration in Library Digitization: Experiences from the Southeast Asia Digital Library project," *Journal of Electronic Resources Librarianship* 25, 4 (2013)

Number of dissertations or theses supervised in past five years: 1

Recent Recognitions/Awards/Honors: Grant from the British Museum on the preservation of Cham manuscripts with National University, Ho Chi Minh City

Name: Alan Potkin

Department/Tenure Status: Center for Southeast Asian Studies/non-tenure track

Education: Ph.D., University of California-Berkeley, M.Sc. West Virginia University, B.A., Bard College, New York

Academic experience: Associate, Center for Southeast Asian Studies, Northern Illinois University, 2003-present

Overseas experience: Australia, Bangladesh, Belgium, Bhutan, Burma/Myanmar, Cambodia, France, India, Laos, Mexico, Nepal, Sri Lanka, Thailand, USA, Viet Nam; Environmental Consultant, 1989-2007: Government of France (Bangladesh)

Foreign language competence: French = 3

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Visiting Lecturer, Crossroads of Southeast Asia

Current research/teaching specializations: Lecturer/researcher/author/multimedia developer/publisher in environmental planning and digital conservation methodologies; i.e., archival interactive media in environmental impact assessment, museology, and cultural site management.

Recent publications: Digital Museology and the Politics of Memory (2017); An Interactive Visualization Archive of Vat Taleo Kao: A Semi-abandoned, Destroyed Buddhist Temple, in Savannakhet Province, Lao PDR (2016); The Mother of All Candle Processions: The Asala Puja in Ubon Ratchathani (Isan); Interactive Online Archive of Lao Temple Murals (2015); Visualization in Waterfalls Hydropower Aesthetics: Impact Assessment, Mitigation, and Post-facto Evaluation (2015); The Myitsone Hydroelectric Cascade: Facilitating Sino-Myanmar development cooperation (2015)

Number of dissertations or theses supervised in past five years: N/A

Recent Recognitions/Awards/Honors: N/A

Name: Catherine Raymond

Department/Tenure Status: Department of Art History/Tenured

Education: Ph.D., La Sorbonne (Université de Paris III); DREA (M.A. equivalent), Institut National des Langues et Civilisations Orientales

Academic experience: Director, Center for Burma Studies, 2002-present; Professor of Art History, Northern Illinois University, 2016-present; Associate Professor, 2002-16; International expert on Burmese Art with UNESCO 2006-09

Overseas experience: Afghanistan, Australia, Bangladesh, Bhutan, Burma, Canada, France, Guatemala, India, Iran, Italy, Laos, Mexico, the Netherlands, Nepal, Pakistan, Sri Lanka, Thailand, Vietnam

Foreign language competence: French = 5 (native); Burmese = 3; Spanish = 2; Italian = 2; Lao = 1; Sanskrit = 1; Singhalese = 1

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: Arts of the East; Indian and Southeast Asian Art.

Current research/teaching specializations: Theravada Buddhism; development of digital applications for documenting sites and collections; cultural conservation; Buddhist Art in Laos and Burma (Myanmar); Burmese Contemporary Art, South and Southeast Asian Archaeology.

Recent publications: "Voices at the Margin," *Voices of Transition: Contemporary Art from Myanmar*, exhibit, Lunn & Sgardossa, London (fall 2017); "Laos' Plain of Menhirs. Hintang Archaeological Park: A Work in Progress" Catherine Raymond and Alan Potkin, *SPAFA Journal* 23, 1 (2015); *Laque et or de Birmanie*, Fraser Lu, Isaacs, Raymond, and Than Tun, eds. (Nice, France: Musée Départementale des Arts Asiatiques and Sylvania Editoriale, 2011); "An Ethnographic Illustration of Wa People in British Burma during the Early 20th Century," *Journal of Burma Studies* 17, 1 (2013)

Number of dissertations or theses supervised in past five years: 5

Recent Recognitions/Awards/Honors: Rakow Grant, Corning Museum of Glass, 2018; Presidential Engagement Professor, Northern Illinois University, 2017-20; NIU Outstanding International Educator, 2013; Northern Illinois University Graduate School Summer Research and Artistry Grant, 2013

Name: Scot Schraufnagel

Department/Tenure Status: Department of Political Science/Tenured

Education: Ph.D., Florida State University; M.A., University of Central Florida; B.A., University of Wisconsin-Madison

Academic experience: Professor and Chair, Department of Political Science, 2015-present

Overseas experience: Peace Corps volunteer, Sierra Leone, West Africa, 1982-85; Researcher, field work in Albania 2008; Researcher, field work in Indonesia, 2014

Foreign language competence: West African Creole = 5

Percent of time dedicated to area/international studies courses: 25%

Area/International studies courses taught: Elections around the World; Political Parties and Elections

Current research/teaching specializations: Democratic Transitions; Party Systems and Elections; US Foreign Policy

Recent publications: "Legislature Size and Non-Elite Populations: Theory and Corroborating Evidence," with Benjamin S. Bingle, *Journal of Politics and Law* 8, 4 (2015); "Candidate Age and Youth Voter Turnout," with Michael J. Pomante, *Politics Research* 43, 3 (2015); "A Cross-National Comparison of Voter Turnout in 15 Sub-Saharan African States," with Peter Gowen, *Journal of Good Governance and Sustainable Development in Africa* 2, 3 (2014); "Voter Turnout in Democratizing Southeast Asia: A Comparative Analysis of Electoral Participation in Five Countries," with Michael Buehler, Maureen Lowry, *Taiwan Journal of Democracy* 10, 1 (2014).

Number of dissertations or theses supervised in the past five years: 12

Distinction: Excellence in Undergraduate Teaching Award, Northern Illinois University, Department of Political Science, 2018.

Name: Tomoyuki Shibata

Department/Tenure Status: Department of Public Health/Tenured

Education: Ph.D., University of Miami; M.Sc, University of Miami

Academic experience: Associate Professor, Public Health Program, Northern Illinois University, 2015-present.; Assistant Professor, 2009-15

Overseas experience: Director, Study Abroad Indonesia, Northern Illinois University, 2010-14; Executive Director, Global Environmental Health LAB (Non-Profit Organization), 2015-present; Visiting Professor, Institute of Technology Bandung, 2017; Principal Investigator, Center for Tobacco Control and NCD Prevention, Hasanuddin University, 2018-present

Foreign language competence: Japanese = 5 (native)

Percent of time dedicated to area/international studies courses: 50%

Area/international courses taught: Elements of Environmental Health; Water Quality; Problems and Issues of Environmental Health.

Current research/teaching specializations: Evaluations of environmental risk that potentially affect human health, especially children's health, Water and air quality research in Indonesia.

Recent publications: "Challenges in Evaluating PM Concentration Levels, Commuting Exposure, and Mask Efficacy in Reducing PM Exposure in Growing, Urban Communities in a Developing Country," with Patel, D. Wilson, J., Maidin A., *Science of Total Environment* 535 (2016); "Life in a Landfill Slum, Children Health, and Millennium Development Goals," with Wilson, J.L., Watson, L.M., Nikitin, I.V., Ansariadi, Ane R., Maidin, A., *Science of the Total Environment* 536 (2015); "Understanding Modifiable Risk Factors Associated with Childhood Diarrhea in an Eastern Indonesian Urban Setting," with Watson, L., Ansariadi R., Maidin, A., Nikitin, I., Wilson, J., *International Journal of Health Promotion and Education* (2015).

Number of dissertations or theses supervised in past five years: 5

Recent Recognitions/Awards/Honors: Workshop coordinating committee, U.S.-Indonesia Partnership Program (USIPP), U.S. Department of State, Bureau of Educational and Cultural Affairs, 2014

Name: Chamni Sripraram

Department/Tenure Status: School of Music/Non-tenure track position

Education: M.A., Northern Illinois University; B.Me, Chulalongkorn University

Academic experience: Music Instructor, School of Music, Northern Illinois University, 2017-present; Thai Music Ensemble Visiting Director, University of Kentucky, Lexington KY, 2010-2013

Overseas experience: Traditional Thai Music Instructor, Chulalongkorn University, 1996-1997

Foreign language competence: Thai = 5

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Southeast Asia Music; World Music; Thai Folk Music

Current research/teaching specializations: Thai folk music ensemble, Thai dance, Thai long drum

Recent publications: None

Number of dissertations or theses supervised in past five years: N/A

Recent Recognitions/Awards/Honors: Community Service Award, State of Illinois, 2016

Name: Florensia F. Surjadi

Department/Tenure Status: Department of Human Development and Family Sciences/Tenured

Education: Ph.D., Iowa State University; M.S., Iowa State University,

Academic experience: Associate Professor, Department of Human Development and Family Sciences, Northern Illinois University, 2017-present; Coordinator, Asian American Studies Program, Northern Illinois University, 2014-present; Assistant Professor, 2011-17

Overseas experience: Market Researcher, SeaWorld Indonesia, Jakarta, 2001-02.

Foreign language competence: Indonesia = 5 (native)

Percent of time dedicated to area/international studies courses: 25%

Area/International studies courses taught: Asian American Families

Current research/teaching specializations: Young children's assertive behavior in modern and traditional preschools in Jakarta, Indonesia.

Recent publications: "Exploring the Association between School-sponsored Extracurricular Activities, Dietary Intake, and Frequency of Family Dinners," with Umoren, J., *Journal of Nutrition Education and Behavior* (2017); "Race and Ethnic Differences in Longitudinal Pattern of Family Mealtimes: Link to Adolescents' Healthy Food Consumption," with Takeuchi, D. T., & Umoren, J., *Journal of Nutrition Education and Behavior* (2017); "Harsh, Inconsistent Parental Discipline and Romantic Relationships: Mediating Processes of Behavioral Problems and Ambivalence," with Lorenz, F. O., Conger, R. D., & Wickrama, K.A.S., *Journal of Family Psychology* (2013).

Number of dissertations or theses supervised in the past five years: 7

Recent Recognitions/Awards/Honors: N/A

Name: Tharaphi Than

Department/Tenure Status: Department of World Languages and Cultures/Tenured

Education: Ph.D. and M.A., SOAS, University of London

Academic experience: Associate Professor, Department of World Languages and Cultures, NIU, 2012-present; Postdoctoral Research Fellow, International Institute of Social History, Amsterdam, Netherlands, 2011

Overseas experience: Guest Professor, Yangon University, Myanmar, 2014; Southeast Asian Coordinator, Leiden and Yangon, 2017-21

Foreign language competence: Burmese = 5 (native)

Language pedagogy training: COTSEAL Teacher Training Workshop (2017, 2016, 2015)

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: Beginning, Intermediate and Advanced Burmese; Censorship and Literature in Authoritarian Countries War, Revolution and Independence City and the Countryside Literature Introduction to Southeast Asia Democracy and Authoritarianism Current research/teaching specializations: Women and Gender; Censorship and Literature; Dissent and Exile Studies

Current research/teaching specializations: History of Burma

Recent publications: *Women of Modern Burma* (London: Routledge, 2013); "The Languages of Pyidawtha and the Burmese Approach to National Development" *South East Asia Research* (June 2013); Discussion on "Southeast Asia: An Idea Whose Time Is Past?" *Journal of the Humanities and Social Sciences of Southeast Asia and Oceania* 168, 4 (2012); "Commercial Burmanization: Two Adverts by Burmah Oil Company in Postcolonial Burma," *IIAS Newsletter* 34 (Spring 2012); *Cultural Sociology of the Middle East, Asia, and Africa: An Encyclopaedia* IN Volume 3: Cultural Sociology of East Asia; Part 3, 1900 to Present: "Burma (Myanmar)," 2012; "Understanding Prostitutes and Prostitution in Democratic Burma, 1942-1962: State Jewels or Victims of Modernity?" *South East Asia Research* 19, 3 (2011); Review of *Kyaw Ma Ma Lay* journal, "Man Like Him," *South East Asia Research* 18, 3 (2010)

Number of dissertations or theses supervised in past five years: 2

Recent Recognitions/Awards/Honors: Executive Committee Member, Independent Journal of Burmese Scholarship, 2015-present; Program leader, Henry Luce Foundation grant, Promoting Burma-Bangladesh Cultural and Academic Relationships Program

Name: Kanjana Thepboriruk

Department/Tenure Status: Department of World Languages and Cultures/Tenure-track

Education: Ph.D., University of Hawai'i-Manoa; M.A., University of Hawai'i-Manoa; B.A., University of Wisconsin-Madison

Academic experience: Assistant Professor, Department of World Languages and Cultures, Northern Illinois University, 2015-present

Overseas experience: Instructor, Department of Linguistics, University of Hawai'i-Manoa, 2006-2009; Instructor, Department of Linguistics, Chulalongkorn University, 2004

Foreign language competence: English = 5; Thai = 5; Spanish = 3

Language pedagogy training: COTSEAL Teacher Training Workshop (2017, 2016, 2015); Heritage Language Research Institute, 2015

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Women in Thai History; Life in the Rice Paddies; History of Thai Educational System; Tattoos and Traditions.

Current research/teaching specializations: "Thainess" in diaspora; Language and identity in diaspora; "Thainess" and nation-building in the 1940s; Thai Linguistics; Thai as a heritage language.

Number of dissertations or theses supervised in the past five years: None

Recent Recognitions/Awards/Honors: 2018 Community Engagement Award, Ministry of Foreign Affairs, Thailand

Name: Kurt Thurmaier

Department/Tenure Status: Department of Public Administration School of Public and Global Affairs/Tenured

Education: Ph.D., Syracuse University; M.A., University of Wisconsin-Madison

Academic experience: Professor and Chair, Department of Public Administration, Northern Illinois University, 2014-present

Overseas experience: Tanzania, 2009; National Institute of Development Administration in Thailand, 2009-10

Foreign language competence: German = 3; Kiswahili = 1; Malaysian = 1; Spanish = 1

Percent of time dedicated to area/international studies courses: 10%

Area/international courses taught: Role of NGOs in Development (undergraduate and graduate study abroad, 2009, 2011, 2013). Introduction to Public Administration (undergraduate). Budget and Policy Analysis; Budgeting and Financial Management; Teaching Political Science and Public Administration.

Current research/teaching specializations: Budgetary decision making; interlocal government relations; city-county consolidations; fiscal decentralization problems in developing nations

Recent publications: *Alternative Service Delivery: Readiness Check*, ed.. (ICMA Press e-book (2014); "Political and Functional Local Government Consolidation: The Challenges for Core Public Administration Values and Regional Reform," with Suzanne Leland, *American Review of Public Administration* (2014); "Currents and Undercurrents in Budgeting Theory: Exploring the Swirls, Heading Upstream," with David Mitchell, Foundations of Public Administration Series, *Public Administration Review* (2012).

Number of dissertations or theses supervised in past five years: 10

Recent Recognitions/Awards/Honors: Fulbright Scholar, School of Local Self-Government, Faculty of Law and Administration, Jagiellonian University, Krakow, Poland, 1992

Name: Kheang Un

Department/Tenure Status: Department of Political Science/Tenured

Education: Ph.D., Northern Illinois University

Academic experience: Associate Professor, Department of Political Science, Northern Illinois University, 2015-present.

Overseas experience: Fulbright Visiting Fellow, Royal University of Phnom Penh, 2011-12.; Visiting Professor, American University of Phnom Penh, Cambodia, 2016

Foreign language competence: Khmer = 5 (native); Thai = 3

Percent of time dedicated to area/international studies courses: 40%

Area/international courses taught: Politics of Southeast Asia (undergraduate); Graduate Seminar on Southeast Asian Politics

Current research/teaching specializations: Rule of law; political economy; democratization; genocide; land conflicts

Recent publications: *Mirage on the Mekong: Cambodia's Democratization* (Cambridge University Press, forthcoming); "Quality Peace in Cambodia: 20 Years after the Paris Peace Agreement," IN *After the End of Civil War: Finding the Dimensions of Quality Peace*, Peter Wallenteen, ed. (Routledge, 2018); "Rule of Law in Illiberal Contexts: Cambodia and Singapore as Exemplars," with Stephen McCarthy IN *Constitutional Politics in Southeast Asia*, Marco Bunte and Bjorn Dressel eds. (Routledge Corzon, 2016); "The Cambodian People Have Spoken: Has the Cambodian People's Party Heard?" *Southeast Asian Affairs* (Institute for Southeast Asian Studies, Singapore 2015); "Framing Duch: Varying Ideas of Justice." *Journal of Genocide Research* 20, 1 (2018); "A Grab by Other Means: From Force to Legitimation in Cambodia's Land Sector," with Alice Baben and So Sokbunthoeun, *Development and Change* 48, (2017)

Number of dissertations or theses supervised in past five years: 9

Recent Recognitions/Awards/Honors: N/A

Name: Jui-Ching Wang

Department/Tenure Status: School of Music/Tenured

Education: D.M.A. (Doctor of Musical Arts), Arizona State University

Academic experience: Associate Professor, School of Music, Northern Illinois University, 2013-present; Acting Assistant Director, Center for Southeast Asian Studies, Northern Illinois University, 2017-present

Overseas experience: Led study abroad program to Bali, Indonesia in 2014, 2015, 2016; conducted field research in Yogyakarta, Indonesia in 2016-17 as Fulbright senior scholar; presented lectures, workshops, and speeches in Taiwan, Indonesia, Singapore, China, and Japan

Foreign language competence: Chinese = 5 (native), Indonesian = 1

Percent of time dedicated to area/international studies courses: 70%

Area/international courses taught: Survey of World Music; World Music Pedagogy; Analytical Techniques in World Music; Introduction to Ethnomusicology; Music of China; Music of Southeast Asia; Chinese Music Ensemble; Gamelan, Musics and Cultures, Southeast Asian Crossroads.

Current research/teaching specializations: Indonesian children's singing games, educational policy, and the politics of education; comparative studies in music aesthetics: Asian perspectives

Recent publications: "Philosophical Framework of Music Education in Taiwan," with Mei-Ling Lai IN *Oxford Handbook of Asian Philosophies and Music Education*, Victor Fung and Leonard Tan, eds. (Oxford University Press, forthcoming); Review of *Tropical Renditions: Making Musical Scenes in Filipino America* by Christine Bacareza Balance, *Pacific Historical Review* (2018); "How Far Did We Go? Far Beyond Tourism! A Case of Study Abroad in Bali," *Education about Asia* (Spring 2016); "Spirituality and Flow: The Application of Chinese Zhuangzi and Balinese Taksu to the Development of Musicianship," *Philosophy of Music Education Review* (under review, 2018); "Where is Asia? A Content Analysis of the Inclusion of Asian Cultures in a World Music Textbook from 1984-2008," *International Journal for Music Education Research* (under review, 2018).

Number of dissertations or theses supervised in past five years: 3

Recent Recognitions/Awards/Honors: Fulbright Senior Scholar, Indonesia, 2016-17

Name: Jim Wilson

Department/Tenure Status: Department of Geographic and Atmospheric Sciences/Tenured

Education: Ph.D., University of North Carolina-Chapel Hill; M.A., Medical Geography, University of North Carolina, B.A., Anthropology, University of Washington

Academic experience: Associate Professor, Department of Geographic and Atmospheric Sciences, Northern Illinois University, 2015-present; Assistant Professor, 2009-15

Overseas experience: Research Associate and Associate Director, Center for Health Systems Research and Development, East Carolina University, 2001-09; GIS and Health Geography Workshop Instructor in Mandalay/Magway, Myanmar 2015, 2017; Public/Environmental Health Research in Makassar, Indonesia, 2011, 2012

Foreign language competence: Burmese = 1

Percent of time dedicated to area/international studies courses: N/A

Area/international courses taught: Geography of Health and Disease, Environment & Society, Maps and Mapping, Geography of Health, Geography Seminar

Current research/teaching specializations: Disease, health, environmental, and population geography; Geographic Information Systems

Recent publications: "Challenges in Evaluating PM Concentration Levels, Commuting Exposure, and Mask Efficacy in Reducing PM Exposures in Growing Urban Communities in a Developing Country," with Patel, D., Shibata, T., Maidin, A, *Science of the Total Environment* 543 (Feb. 2016); "Life in a Landfill Slum, Children's Health, and the Millennium Development Goals," with Shibata, T., Watson, L., Nikitin, I., Ansariadi, Ane R.L., Maidin, A., *Science of the Total Environment* 536 (Nov. 2015)

Number of dissertations or theses supervised in past five years: 3

Recent Recognitions/Awards/Honors: Fulbright Specialist candidate, 2013-18; nominated for NIU Outstanding International Educator, 2009

APPENDIX 2: COURSE LIST

Undergraduate Studies

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 UG	Spring 2017 UG	Summer 2017 UG	Fall 2017 UG	Spring 2018 UG	Summer 2018 UG	To Be Offered Fall 2018 UG	To Be Offered Spring 2019 UG
ANTHROPOLOGY													
ANTH	304	Muslim Cultures in Anthropological Perspective (cross listed with ANTH 790)	Molnar	100	3	6							
ANTH	326X	Survey of World Music (cross listed with MUHL 326, MUHL 626)	Wang	25	3	5			5				
ANTH	328	Anthropology of Religion/Seminar in Anthropology (cross listed with ANTH 790)	Molnar	40	3					7			
ANTH	408	Peoples and Cultures of Insular Southeast Asia (cross listed with ANTH 508)	Ledgerwood	100	3		6						
ANTH	421	Social Organization (cross listed with ANTH 521) Description of social systems in SEA	Molnar	25	3								x
ANTH	422	Gender in Southeast Asia (cross listed with ANTH 522)	Jacobsen	100	3				7				
ANTH	491	Religion and Cosmology in Southeast Asia (cross listed with ANTH 628)	Molnar	100	3	2							x
ANTH	491	Peace and Conflict in Southeast Asia from a Political Perspective (cross listed with ANTH 591)	Molnar	100	3							x	
ART HISTORY													
ARTH	294	Art History Survey IV: Arts in Asia	Raymond	25	3		18						x
ARTH	370	Studies in Asian Art	Raymond	30	3	24			22			x	
ARTH	457	Topics in Art History: Women in the Arts of Southeast Asia	Raymond	100	3		3						
ARTH	457	From Heaven to Hell: Protectors, Spirits, Magical Spells and Hungry Ghosts in Southeast Asian Art	Raymond	30	3								x

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 UG	Spring 2017 UG	Summer 2017 UG	Fall 2017 UG	Spring 2018 UG	Summer 2018 UG	To Be Offered Fall 2018 UG	To Be Offered Spring 2019 UG
ENVIRONMENTAL STUDIES													
ENVS	450	Issues in Environmental Studies (cross listed with GEOG 498, GEOG 790) in SEA	Konen		3	2				6		x	
FAMILY AND CONSUMER SCIENCE													
FCNS	384	Asian American Families	Surjadi	50	3	55			55			x	x
GEOGRAPHY													
GEOG	202	World Regional Geography	Pingel	15	3	90	99		108	112		x	x
GEOG	498	Seminar in Current Problems: The Geography of Disease and Health (cross listed with ENVS 450, GEOG 790) in SEA	Konen	75	3	2				6		x	
HISTORY													
HIST	342	History of Southeast Asia ca. 1800 (cross listed with HIST 342 HON)	Jacobsen	100	3		18		13			x	
HIST	390	Film and History (cross listed with HIST 591) Historical analysis of film as evidence and representation in SEA)	Jones	100	3			23					
HIST	391	China's Foreign Policy: Past and Present	Zhang, Biwu (Xiamen		3			2					
HIST	470	America and Asia Cross listed with HIST 570)	Jagel	50	3					5		x	
HIST	480	Spies, Lies and Secret Wars: CIA in the World (cross listed with HIST 580)	Jones		3		26						x

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 UG	Spring 2017 UG	Summer 2017 UG	Fall 2017 UG	Spring 2018 UG	Summer 2018 UG	To Be Offered Fall 2018 UG	To Be Offered Spring 2019 UG
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MUSIC HISTORY AND LITERATURE

MUHL	220	Intro to World Music: World Musics and Cultures	Wang, Brown, Dover	25	3	16	21		50	17		x	x
MUHL	222	World Music and Culture	Bernard, Hathaway, Wang	25	3	25	20		50	16			
MUHL	326	Survey of World Music (cross listed with ANTH 326X, MUHL 626)	Wang	25	3	16			16			x	
MUHL	421	Intro to Ethnomusicology (cross listed with MUHL 521) in SEA	Wang	15	3				2			x	
MUHL	431	Music of Southeast Asia	Sripraram, Wang	100	3					9			x

MUSIC

MUSE	370	Gamelan	Gusti, Wang	100	1	8	4		2	6		x	x
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MUSIC EDUCATION

MUED	485	World Music Pedagogy	Wang	10	3								x
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POLITICAL SCIENCE

POLS	362	Politics of Developing Areas: Topic SEA	Un	50	3		40						x
POLS	371	Politics in Southeast Asia	Unger	100	3	25						x	

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 UG	Spring 2017 UG	Summer 2017 UG	Fall 2017 UG	Spring 2018 UG	Summer 2018 UG	To Be Offered Fall 2018 UG	To Be Offered Spring 2019 UG
POLS	376	Political Violence: Topic in SEA	Hamayotsu	30	3		38			44			
POLS	378	Political Islam: Topic in SEA	Hamayotsu	30	3	23			31			x	
POLS	395	China's Foreign Policy: Past and Present	Zhang, Biwu (Xiamen University, Xiamen, China)	100	3			4					

SCHOOL OF HEALTH STUDIES - PUBLIC HEALTH, NUTRITION

PHHE	351	Elements of Environmental Health: Topic in SEA	Shibata	25	3	62	50		54	48		x	x
NUTR	424	Cultural and National Food Patterns: Topic in SEA	Barrett	15	3				24			x	

SOUTHEAST ASIAN STUDIES

SEAS	225	Southeast Asia: Crossroads of the World	Ledgerwood, Jones	100	3	14	16		10	12		x	x
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APPENDIX 2: COURSE LIST

Graduate Studies

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 Grad	Spring 2017 Grad	Summer 2017 Grad	Fall 2017 Grad	Spring 2018 Grad	Summer 2018 Grad	To Be Offered Fall 2018 Grad	To Be Offered Spring 2019 Grad
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ANTHROPOLOGY

ANTH	508	Peoples and Cultures of Mainland Southeast Asia (cross listed with ANTH 408)	Ledgerwood	100	3		4						
ANTH	521	Social Organization (cross listed with ANTH 421)	Molnar	100	3								x
ANTH	522	Gender in Southeast Asia (cross listed with ANTH 422)	Jacobsen	100	3				8				
ANTH	526	Political Anthropology: Theories on politics and power in SEA	Molnar	40	3								x
ANTH	591	Peace and Conflict in Southeast Asia from a Political Perspective (cross listed with ANTH 491)	Molnar	100	3							x	
ANTH	628	Religion and Cosmology in Southeast Asia (cross listed with ANTH 4910)	Molnar	100	3	2							
ANTH	790	Muslim Cultures in Anthropological Perspective (cross listed with ANTH 304)	Molnar	100	3	1							
ANTH	790	Seminar in Anthropology (cross listed with ANTH 328)	Molnar	50	3					4			

ART HISTORY

ARTH	570	Studies in Asian Art	Raymond	30	3	5							
ARTH	657	From Heaven to Hell: Protectors, Spirits, Magical Spells and Hungry Ghosts in Southeast Asian Art	Raymond	100	3								x
ARTH	657	Topics in Art History: Women in the Arts of Southeast Asia	Raymond	100	3		6						

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 Grad	Spring 2017 Grad	Summer 2017 Grad	Fall 2017 Grad	Spring 2018 Grad	Summer 2018 Grad	To Be Offered Fall 2018 Grad	To Be Offered Spring 2019 Grad
GEOGRAPHY													
GEOG	790	Advanced Seminar - A-Physical Geography (cross listed with GEOG 498, ENVS 450) in SEA	Konen			2				2		x	

HISTORY													
HIST	570	America and Asia (cross listed with HIST 470)	Jagel	50	3					1		x	
HIST	580	Spies, Lies and Secret Wars: CIA in the World Cross listed with HIST 480)	Jones	50	3		11						x
HIST	591	China's Foreign Policy: Past and Present	Zhang, Biwu (Xiamen University, Xiamen, China)		3						1		
HIST	591	Film and History (cross listed with HIST 370) Historical analysis of film as evidence and representation in SEA	Jones	100	3			2					
HIST	610	Readings in the History of American Foreign Relations (cross listed with HIST 620, HIST 640, HIST 660)	Clymer	75	3	4							
HIST	620	Readings in the History of American Foreign Relations (cross listed with HIST 610, HIST 640, HIST 660)	Clymer	75	3	2							
HIST	640	Readings in the History of American Foreign Relations (cross listed with HIST 610, HIST 620, HIST 660)	Clymer	75	3	1							
HIST	660	Readings in the History of American Foreign Relations (cross listed with HIST 610, HIST 620, HIST 640)	Clymer	75	3	1							

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 Grad	Spring 2017 Grad	Summer 2017 Grad	Fall 2017 Grad	Spring 2018 Grad	Summer 2018 Grad	To Be Offered Fall 2018 Grad	To Be Offered Spring 2019 Grad
HIST	660	Southeast Asia: A Multidisciplinary Perspective (cross listed with SEAS 625)	Jones, Jacobsen	100	3	2			2				x

MUSIC HISTORY AND LITERATURE

MUHL	521	Intro to Ethnomusicology (cross listed with MUHL 421) in SEA	Wang	15	3				2			x	
MUHL	531	Music of Southeast Asia	Sripraram, Wang	100	3		8			4			x
MUHL	626	Survey of World Music (cross listed with ANTH 326X, MUHL 326)	Wang	25	3	6			10			x	
MUHL	798	Selected Studies in Music History and Literature: Balinese Music	Wang	100	3		7			1			

MUSIC

MUSE	670	Gamelan	Gusti, Wang	100	1	4	3		1	5		x	x
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MUSIC EDUCATION

MUED	689	World Music Pedagogy	Wang	10	3					4			x
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POLITICAL SCIENCE

POLS	664	Politics of Identity: Ethnicity, Religion and Conflict	Hamayotsu	75	3					9			x
POLS	667	Seminar in Political Development: Topic in SEA	Hamayotsu	50	3		9						

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 Grad	Spring 2017 Grad	Summer 2017 Grad	Fall 2017 Grad	Spring 2018 Grad	Summer 2018 Grad	To Be Offered Fall 2018 Grad	To Be Offered Spring 2019 Grad
POLS	668	Political Economy of Developing Areas: Topic In SEA	Un	50	3								x
POLS	672	Topics in Comparative Politics in SEA	Unger	100	3							x	
POLS	690	Political Science Research in SEA	Hamayotsu, Un, Jacobsen	100	3		4						

SOUTHEAST ASIAN STUDIES													
SEAS	225	Southeast Asia: Crossroads of the World	Ledgerwood, Jones	100	3				1	1		x	x
SEAS	625	Southeast Asia: A Multidisciplinary Perspective (cross listed with HIST 660)	Jones, Jacobsen	100	3	5			7			x	x

APPENDIX 2: COURSE LIST

Language Course

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016		Spr 2017		Sum 2017		Fall 2017		Spr 2018		Sum 2018		F18	S19
						UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	all	all
WORLD LANGUAGES AND CULTURES (formerly FOREIGN LANGUAGES AND LITERATURES)																			
FLBU	103	Beginning Burmese I	Than	100	5	20	2					16						x	
FLBU	104	Beginning Burmese II	Than	100	5			20	2					15					x
FLBU	203	Intermediate Burmese I	Than	100	3						1	1	1					x	
FLBU	204	Intermediate Burmese II	Than	100	3						1			1	1				x
FLBU	300	Special Topics in Burmese	Than	100	3	2	1												
FLBU	300	Special Topics in Burmese Language, Literature, Linguistics or Culture	Than	100	3							1		1					
FLBU	400	Advanced Burmese	Than	100	3			2	1										
FLIN	103	Beginning Indonesian	Aoyama	100	5	21	2					20						x	
FLIN	104	Beginning Indonesian II	Aoyama	100	5			21	2					20					x
FLIN	203	Intermediate Indonesian I	Aoyama	100	3	3	2					3	1			1		x	
FLIN	204	Intermediate Indonesian II	Aoyama	100	3			3	2					3	1	1			x
FLIN	300	Special Topics in Indonesian	Aoyama	100	3	4	1											x	

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	all	all
FLIN	300	Special Topics in Indonesian: Language, Literature, Linguistics & Culture	Aoyama	100	3			4	1										
FLIN	400	Special Topics in Indonesian Language, Literature, Linguistics or Culture	Aoyama	100	3							4		4	5				x
FLIS	581	Independent Study in Foreign Language (Thai)	Thepboriruk	100	3						1								
FLKH	103	Beginning Khmer I	Leang	100	5	19	2					17	2					x	
FLKH	104	Beginning Khmer II	Leang	100	5			19	2					17	2				x
FLKH	203	Intermediate Khmer I	Leang	100	3	2	1				2		2			2	1	x	
FLKH	204	Intermediate Khmer II	Leang	100	3			2	1		2				2	2	1		x
FLKH	382	Special Studies in Language II: Khmer	Leang	100	3														x
FLST	381	Special Studies in Language I: Tagalog	Gallo-Crail	100	3												2		
FLST	582	Special Topics in Literature II: Tagalog	Gallo-Crail	100	3				2						1				
FLST	581	Special Topics in Literature I: Tagalog	Gallo-Crail	100	3								1						
FLST	582	Special Topics in Literature II: Tagalog	Gallo-Crail	100	3										1				
FLST	381	Special Studies Lang. I - Khmer	Leang	100	3						1		2				1		

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	all	all
FLST	382	Special Studies Lang. II - Khmer	Leang	100	3						1				2		1		
FLST	481	Special Topics in Literature I: Khmer	Leang	100	3								1				1		
FLST	482	Special Studies in Language II: Khmer	Leang	100	3										1		1		
FLST	381	Special Topics in Literature I: Thai	Thepboriruk	100	3		1										1		
FLST	382	Special Topics in Literature II: Thai	Thepboriruk	100	3												1		
FLST	581	Special Studies in Language I: Thai	Thepboriruk	100	3								3						
FLST	582	Special Studies in Language II: Thai	Thepboriruk	100	3										3				
FLTA	103	Beginning Tagalog I	Gallo-Crail	100	5	22	1					9	2					x	
FLTA	104	Beginning Tagalog II	Gallo-Crail	100	5			22	1					9	2				x
FLTA	203	Intermediate Tagalog I	Gallo-Crail	100	3	1	1									2		x	
FLTA	204	Intermediate Tagalog II	Gallo-Crail	100	3										2	2			x
FLTA	400	Special Topics in Tagalog	Gallo-Crail	100	3	1	1												x
FLTH	103	Beginning Thai I	Thepboriruk	100	5	21						12	2					x	
FLTH	104	Beginning Thai II	Thepboriruk	100	5			19						12	2				x
FLTH	203	Intermediate Thai I	Thepboriruk	100	3		1					4				3		x	
FLTH	204	Intermediate Thai II	Thepboriruk	100	3				1					4		3			x
FLTH	300	Special Topics in Thai	Thepboriruk	100	2				1										

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	UG	Grd	all	all
FLTH	381	Special Studies in Language I: Thai	Thepboriruk	100	3														

APPENDIX 2: COURSE LIST

Non-Credit Courses

Dept	#	Course Title	Instructor	% SEA Content	Credit Hours	Fall 2016 Extern Prog	Spring 2017 Extern Prog	Fall 2017 Extern Prog	Spring 2018 Extern Prog	To Be Offered Fall 2018 Grad	To Be Offered Spring 2019 Grad
WORLD LANGUAGES AND CULTURES (formerly FOREIGN LANGUAGES AND LITERATURES)											
CLAS External Programming (not for credit)	NA	Beginning Burmese	Than	100	NA	9		5	4		
CLAS External Programming (not for credit)	NA	Intermediate Burmese	Than	100	NA			4	2		

Project Goal 1) Improve and support the instruction of Southeast Asian languages in the U.S

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. The Southeast Asia Language Council (SEALC) established and regular meetings instituted.	1a. Recruit and engage NRC and non-NRC members and create council structure.	-Cumulative number of NRCs sending representatives	Annually	Institutional records (meeting notes, emails)	3	4	4	5	5
		-Cumulative number of other institutions represented	Annually	Institutional records (meeting notes, emails)	1	2	2	3	3
	1b. Hold at least one SEALC meeting annually.	-Number of SEALC meetings *First SEALC meeting scheduled for July 2018	Annually	Institutional records (meeting notes, emails)	1*	1	1	1	1
2. At least three collaborative projects initiated by SEALC committees.	2a. Support and send language instructors to least three collaborative language pedagogy workshops or training conferences initiated by SEALC committees.	-Number of pedagogy trainings workshops/ conferences supported	Annually	Institutional records (meeting notes, emails)	0	0	1	1	1
		-Cumulative number of language instructors who have participated	Annually	Institutional records (conference programs and registration)	0	0	20	25	30
	2b. Support and help strengthen language-specific professional network groups for instructors	-Cumulative number of language-specific working groups meet	Annually	Institutional records (meeting notes, conference programs)	0	2	4	5	6
		-Cumulative number of language-specific groups with formal structure	Annually	Institutional records (meeting notes, conference programs, and registration)	2	2	2	3	4
3. A cross-NRC plan is developed to collaborate with the Center for Lao Studies to build towards consistent and accessible Lao language instruction in the U.S.	3.a. Establish a Lao language instruction working group and hold annual meetings.	- Number of planning meetings held	Annually	Institutional records (meeting notes, emails)	0	1	1	1	1
	3.b. Create a mechanism for Lao to be offered annually at SEASSI.	- Lao course offerings at SEASSI	Annually	SEASSI annual report	0	0	1	1	1

Project Goal 2) Increase SEA content in MSI and CC partner curricula through sustained CSEAS/MSI/CC study abroad collaboration

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. At least three MSI-CC-CSEAS piloted SEA study abroads over the grant period	1a. Discuss MSI-CC led study abroad programs with at least three new prospective CC faculty	-Number of new MSI-CC prospective faculty contacted re: study abroad	Annually	Institutional records (meeting notes, emails)	0	6	6	6	6
		- Number of new MSI-CC prospective CC faculty met with re: study abroad	Annually	Institutional records (meeting notes, emails)	0	3	3	3	3
	1b. Send at least one MSI-CC faculty member to pilot SEA study abroad	- Number of MSI-CC faculty member traveled to SEA to pilot study abroad	Annually	Institutional records (meeting notes, emails)	1	1	1	1	1
2. At least three MSI-CC led (CSEAS supported) SEA study abroads over the grant period	2a. Connect MSI-CC instructor with relevant advising CSEAS faculty and in-country contacts	-Number of CSEAS faculty or in-country introductions made to help plan study abroad	Annually	Institutional records (meeting notes, emails)	1	3	3	3	3
		-Number of contributing CSEAS faculty or in-country partnerships to help carry out study abroad	Annually	Institutional records (meeting notes, emails)	1	1	1	1	1
3. At least 12 SEA lesson modules submitted by and presented in MSI-CC classrooms	3.a. work with MSI-CC colleagues to create curricular content	- Number of new SEA lessons delivered in MSI-CC classrooms	Annually	Institutional records (TeachSEA Modules)	0	2	3	4	3

Project Goal 3) Improve and support the integration of SEA area studies content into teacher training activities

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. At least three School of Ed SEA overseas Educate Global placements	1a. Connect Global Educate with in-country contacts	-Number of SEA school districts contacted	Annually	Institutional records (emails)	0	5	5	5	5
	1b. Fund and conduct at least one Educate Global placement per year	-Number of successful Educate Global placements	Annually	Institutional records (emails)	0	0	1	1	1
2. At least six teacher licensure partnerships	2a. Meet with teacher licensure committees	-Number of licensure committees visited	Annually	Institutional records (meeting notes, emails)	0	5	5	5	5
	2b. Mentor preservice teachers to produce SEA teaching modules	-Number of preservice teachers met with	Annually	Institutional records (meeting notes, emails)	0	5	5	5	5
		-Number of SEA teaching modules produced	Annually	Institutional records (SEA modules)	0	2	3	4	5



**CONSULATE GENERAL OF THE REPUBLIC OF INDONESIA
CHICAGO**

211 West Wacker Drive, 8th Floor, Chicago, Illinois 60606 USA
Tlp: (312) 920-1880; Fax (312) 920-1881

Chicago, June 6, 2018

Number : 27/PENS/VI/2018
Attachment : -
Subject : Support for CSEAS NIU
Title VI Grant Application

To whom it may concern

Dear Sir/ Madame,

I write this letter to support the application of the Center for Southeast Asian Studies of the Northern Illinois University (CSEAS) for the Title VI Grant. The Consulate General of the Republic of Indonesia has been a long standing mutual partner of CSEAS.

The Consulate has been continuously working with CSEAS to raise awareness about Indonesia, ASEAN and South East Asian region in the Midwest area, as well as collaborating with CSEAS to advance education cooperation with local partners in Indonesia. In the past, the Consulate and NIU have jointly hosted a seminar on ASEAN and a public lecture focusing on the development in the North Kalimantan Province.

CSEAS also hosted the visits of two Governors from different provinces in Indonesia: the North Kalimantan Province in 2017 and the West Sumatra Province in 2018. These visits resulted in the signing of Memorandum of Understanding with the North Kalimantan Province while similar MoU with the West Sumatra Province is currently in the work. I am also delighted to share that the West Sumatra Province is planning to commence a human resource development program for members of the Provincial Civil Service next year in the Northern Illinois University.

The level of commitment and mutual support provided by the Center and in particular, the Director, has been exemplary and commendable. The cooperation that the Consulate

establishes with NIU through CSEAS has served as an important building block for the Strategic Partnership between Indonesia and the US as envisioned by the Joint Statement of the US and the Republic of Indonesia adopted by both countries in 2015. Title VI grant would be crucial for CSEAS to maintain their good work in focusing on Indonesian, ASEAN and the South East Asia region related studies as well as enabling them to continue pursuing implementations of MoUs and planned initiatives with local institutions in Indonesia.



For the Consul General,

Fajar Yusuf

Consul for Information,
Social and Cultural Affairs



The Asia Foundation

June 12, 2018

To Whom It May Concern:

This letter is written in strong support of Northern Illinois University's Center for Southeast Asian Studies application for a U.S. Department of Education Title VI grant. I write in my capacity as Senior Director of International Relations Programs for The Asia Foundation in Washington, D.C., a leading non-governmental organization dedicated to promoting peace, stability, and prosperity in the Asia-Pacific region.

But more importantly, I write in this instance as a member of NIU's alumni where I studied for my M.A. degree in Political Science and Southeast Asian Studies. I graduated in 1985. In my opinion, Northern Illinois University is the leading Center for Southeast Asian Studies (CSEAS) in the United States, and is one of the leading centers for the study of the region in the world. CSEAS has more than 20 faculty teaching courses in various disciplines, including courses in five Southeast Asian languages, the most offered by any university in the United States. Its first-rate faculty and course offerings is emblematic why the United States government has named the CSEAS to be a National Resource Center for the interdisciplinary study of Southeast Asia. For the past 25 years, in my various capacities with The Asia Foundation, I have participated and attended programs CSEAS has organized pertaining to Thailand, Burma/Myanmar, the Philippines, and ASEAN, including meeting participants annually from the Young Southeast Asia Leadership Initiative. These programs have been meticulously implemented in an effective, cost-efficient manner to the great benefit of all that participate, especially students.

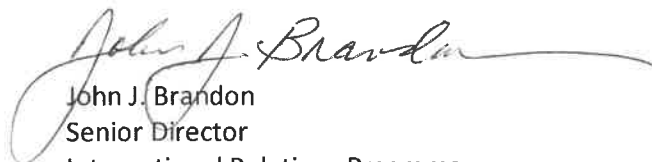
Moreover, Dr. Eric Jones, Director of the Center for Southeast Asian Studies, possesses the leadership skills to ensure that CSEAS succeeds in its grants aims. Dr. Jones comes well-equipped to handle the diplomatic responsibilities of the job. He routinely and successfully hosts visiting delegations from Southeast Asian governments and universities, and maintains trusted, personal relationships with diplomats serving in Southeast Asian consulates in Chicago, many of their embassies in Washington, and in foreign ministries in Southeast Asian capitals where Dr. Jones engages regularly in joint educational and cultural exchanges. Dr. Jones employs a collaborative approach to leadership at CSEAS, understanding and valuing the diversity of disciplines, personalities, and areas of expertise his staff, associates, and students represent. Much of this stems from his commitment to Southeast Asia as a region. Dr. Jones is a recognized and committed scholar to Southeast Asian Studies – Indonesia, Malaysia, and Brunei, in particular, and possesses fluency in several national and colonial languages. As Director, Dr. Jones has charted an ambitious, but sustainable, path for CSEAS. Under his leadership, CSEAS has developed province-wide Memorandums of Understanding (MOUs) in Indonesia and continues to create new linkages across Southeast Asia. The CSEAS continues to successfully receive and administer prominent Department of Education and State Department grants. Dr. Jones has also been successful at fostering relationships with NIU alumni and donors by developing meaningful, educational initiatives.

When I travel to Southeast Asia, it is no small wonder that I meet various people who have graduated from NIU and are products of the Center for Southeast Asian Studies. These individuals include former Indonesian cabinet ministers, the current mayor of Jakarta, the current Senior Advisor to the Deputy Prime Minister of Thailand, a member of the Thai National Legislative Assembly, a leading American businessman for MetLife in Malaysia, The Executive Director of Rotary in Thailand, among numerous others. What we all share in common is that NIU's Center for Southeast Asian Studies gave us the grounding necessary to develop a deep and extensive understanding of the political, economic, and social forces in Southeast Asia that have made us successful in our careers today in the effort to help foster U.S. – Southeast Asian relations. This could not have happened without the dedicated faculty, both past and present, to make the CSEAS the leading institution in the study of Southeast Asia it is today.

My recommendation is enthusiastic and without reservation. If you wish to contact me further, please call me at 202-588-9451 or email me at john.brandon@asiafoundation.org.

Thank you for your consideration.

Sincerely,



John J. Brandon
Senior Director
International Relations Programs



**Northern Illinois
University**

*College of Liberal Arts
and Sciences*

Office of the Dean
DeKalb, Illinois 60115-2828
815-753-7953
Fax 815-753-7950

June 19, 2018

Department of Education
International and Foreign Language Education
400 Maryland Ave.
Washington DC 20202

Dear Title VI review committee members,

I write in support of the application of the Northern Illinois University Center for Southeast Asian Studies for Title VI funding, and in particular in support of Dr. Eric Jones, the current Acting Director of the Center. Dr. Jones is a Berkeley trained Historian who conducts research on gender issues and power in Dutch colonial Indonesia. He is proficient in Indonesian, Malay, Dutch and German, and has conducted research in archives in Southeast Asia and Holland. At NIU, Dr. Jones has taught courses on early and modern Southeast Asian History, our "great books" overview of the region at the graduate level, and our introduction to the region "Crossroads: Southeast Asia," among others. He has regularly taken students to the region on study abroad programs and is the creator and host of the CSEAS podcast program.

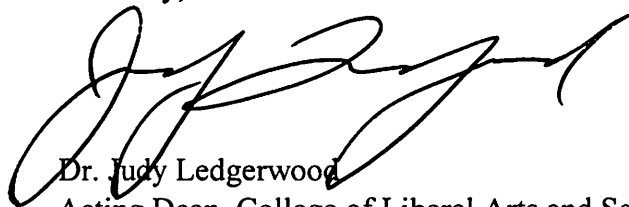
Dr. Jones became Acting Director of the Center in August of 2017 when I became Acting Dean of the College of Liberal Arts and Sciences. The change was abrupt and required a very steep learning curve. Dr. Jones rose to the occasion with particular grace. He has administered the Title VI program across the last year, as well as overseeing two youth leadership programs run with State Department funding, the Southeast Asia Youth Leadership Program (SEAYLP) and the Young Southeast Asia Leaders Initiative (YSEALI). At the same time, he has maintained and even strengthened CSEAS' connections with universities, governments and NGOs in the Southeast Asia region. NIU hosted regional leaders from Indonesia, exchange scholars from China, and a new cohort of visiting Indonesian professors from regional universities under the PKPI post-graduate scholars' program. NIU also hosted a conference this year on ASEAN@50, which included participation by the Counsel Generals from Thailand, Indonesia and the Philippines from the consulates in Chicago.

CSEAS is a dynamic center, an exciting place to study the region. Despite budget woes in the State of Illinois, NIU has maintained support for the Center. CSEAS continues to offer five Southeast Asian languages, all LCTLs, Burmese, Khmer, Indonesian, Tagalog and Thai. Two of these positions, in Burmese and Thai, are tenure/tenure track positions. Activities under the last Title VI grant have greatly increased CSEAS interactions with Community Colleges that are Minority Serving Institutions. Dr. Jones, in coordination with the other SEA faculty, have designed new programs that will build on these connections and increase interactions with these institutions with a goal of drawing more minority and underserved students into the Center's

activities. NIU is at home serving these populations; some 40% of NIU's undergraduate students are transfers from community colleges.

Dr. Jones has established himself as a steady leader who can oversee the Title VI programs in the new funding period. He has very capable support staff and good relations with the various internal constituencies at NIU. If I can provide any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Judy Ledgerwood', with a large, stylized flourish extending from the end.

Dr. Judy Ledgerwood
Acting Dean, College of Liberal Arts and Sciences
Professor, Department of Anthropology



June 8, 2018

Dr. Eric Alan Jones
Director, Center for Southeast Asian Studies
Northern Illinois University
DeKalb, IL 60115

Dear Dr. Jones,

Waubonsee Community College is committed to fully participate in the activities proposed in your renewal application to the U.S. Department of Education for a National Resource and Foreign Language and Area Studies Fellowships Program grant for the Center for Southeast Asian Studies at Northern Illinois University (NIU).

A Hispanic Serving Institution (HSI) since 2009, Waubonsee has partnered with the Center for Southeast Asian Studies at NIU since 2014. Currently, Waubonsee and NIU are partnering on a study abroad program in Cambodia and are in the planning stages of a future study abroad program in Borneo. Additional activities are expected to include: training programs on integrating area studies into our curriculum; outreach to involve our students and faculty in NIU area studies programming, including bringing our faculty and students to NIU Southeast Asia events; conferences on topics of mutual interest; the possibility of our students joining language classes remotely, then entering NIU able to apply for FLAS funding (FLAS funding can only be used beyond the beginning level); the possibility of NIU students joining study abroad programs' with Waubonsee students; and faculty attending workshops on enhancing global/international studies courses in Southeast Asia.

Waubonsee Community College and NIU have a history of support and collaboration on initiatives designed to facilitate successful outcomes for students and faculty. We look forward to continuing that collaboration with NIU's Center for Southeast Asian Studies.

Sincerely,

Christine J. Sobek, Ed.D.
President

Sugar Grove
Rt. 47 at Waubonsee Drive
Sugar Grove, IL 60554-9454
(630) 466-7900

Aurora Downtown
18 S. River St.
Aurora, IL 60506-4131
(630) 801-7900

Aurora Fox Valley
2060 Ogden Ave.
Aurora, IL 60504-7222
(630) 585-7900

Plano
100 Waubonsee Drive
Plano, IL 60545-2276
(630) 552-7900



June 7, 2018

Dr. Eric Jones
Acting Director, Center for Southeast Asian Studies
Northern Illinois University
DeKalb, IL 60115

Dear Dr. Jones,

Elgin Community College is committed to fully participate in the activities proposed in your renewal application to the U.S. Department of Education for a National Resource Center and Foreign Language and Area Studies Fellowships Program grant for the Center for Southeast Asian Studies.

We continue to be interested in building strong ties with NIU and Elgin Community College and look forward to continuing our collaboration with NIU's Center for Southeast Asian Studies.

Sincerely,

David Sam, PhD, JD, LLM
President

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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PROPOSED PROJECT BUDGET

Budget Period 08/15/18 - 08/14/22

Revised: 6/25/18 9:21

TOTAL BUDGET SUMMARY	Year 1		Year 2		Year 3		Year 4		Total	
	Agency	NIU	Agency	NIU	Agency	NIU	Agency	NIU	Agency	NIU
PROPOSED NRC BUDGET: Total Direct and F & A Costs	270,000	162,571	270,000	165,822	270,000	169,138	270,000	172,520	1,080,000	670,051
Personnel	124,985	101,408	127,484	103,436	120,669	105,504	123,082	107,614	496,220	417,962
Fringe Benefits	36,336	49,121	37,062	50,103	36,445	51,105	37,175	52,127	147,018	202,456
Travel	53,999		44,531		52,568		48,163		199,261	
Supplies	3,750		2,000		5,000		2,000		12,750	
Contractural										
Construction										
Other Direct Costs	30,930		38,923		35,318		39,580		144,751	
Indirect Cost	20,000	12,042	20,000	12,283	20,000	12,529	20,000	12,779	80,000	49,633
PROPOSED FLAS FELLOWSHIP BUDGET: Total Costs	351,000	49,266	351,000	49,266	351,000	49,266	351,000	49,266	1,404,000	197,064
NIU Institutional Support for CSEAS		211,837		215,088		218,404		221,786		867,115
AMOUNT OF THIS REQUEST	621,000		621,000		621,000		621,000		2,484,000	

		Year 1		Year 2		Year 3		Year 4		Total		Page
NATIONAL RESOURCE CENTER PROPOSED BUDGET		Agency	NIU	Agency	NIU	Agency	NIU	Agency	NIU	Agency	NIU	
A. PERSONNEL												
Senior Personnel, 2% yearly increases anticipated												
1	Wang, J. - Assistant Director - one month of summer salary	5,920		6,038		6,159		6,282		24,399		14
2	Denius, E. - Coms Manager (40% Title VI/60% NIU)	16,483	24,725	16,813	25,220	17,149	25,724	17,492	26,238	67,937	101,907	14-15
3	Leang, K. - AY Khmer Instructor (50% Title VI/50% NIU)	18,207	18,207	18,571	18,571	18,942	18,942	19,321	19,321	75,041	75,041	3, 34
4	Crail, R. - AY Tagalog instructor (30% Title VI/70% NIU)	15,487	36,137	15,797	36,860	16,113	37,597	16,435	38,349	63,832	148,943	3, 34
5	Kertayuda, I. -PT Instructor-1 SEA area studies course/sem. (0.17 FTE)	8,000		8,160		8,323		8,489		32,972		14
6	Sripraram, C. -PT Instructor-1 SEA area studies course/sem. (0.25 FTE)	9,000		9,180						18,180		14
Total Senior Personnel		73,097	79,069	74,559	80,651	66,686	82,263	68,019	83,908	282,361	325,891	
Other Personnel												
7	Outreach Coord PT (50% Title VI/50% NIU), (0.53 FTE, 45 wks/yr)	9,000	9,000	9,180	9,180	9,364	9,364	9,551	9,551	37,095	37,095	14-15
Teaching Assistants (TAs are paid as Personnel per NIU HR policy)												
8	1 FT TA for SEAS 225, 9 mos. @ \$740.60/mo. (50% Title VI/50% NIU)	6,665	6,665	6,798	6,798	6,934	6,934	7,073	7,073	27,470	27,470	15
9	1 FT TA for SEA languages @ \$741.60/mo. (50% Title VI/50% NIU WLC)	6,674	6,674	6,807	6,807	6,943	6,943	7,082	7,082	27,506	27,506	3
Outreach GAs (GAs are paid as Personnel per NIU HR policy)												
10	1 FT Outreach GA 9 months @\$15/hour (20 hours/week)	10,800		11,016		11,236		11,461		44,513		15, 24
11	1 PT Outreach GA 9 months @\$15/hour (10 hours/week)	5,400		5,508		5,618		5,730		22,256		15, 24
12	1 FT GA for SEASite Project Mgmt @\$741.60/mo. (20 hours/week)	13,349		13,616		13,888		14,166		55,019		3
Total Other Personnel		51,888	22,339	52,925	22,785	53,983	23,241	55,063	23,706	213,859	92,071	
Total Personnel		124,985	101,408	127,484	103,436	120,669	105,504	123,082	107,614	496,220	417,962	
B. FRINGE BENEFITS												
1	Wang, J. - Assistant Director, summer fringe (14.5%)	858		876		893		911		3,538		14
2	Denius, L. - Communications Manager, calendar yr fringe (66%)	10,879	16,319	11,097	16,645	11,318	16,978	11,545	17,317	44,839	67,259	14
3	Leang, K. - academic year fringe (71%)	12,927	12,927	13,185	13,185	13,449	13,449	13,718	13,718	53,279	53,279	3
4	Crail, R. - academic year fringe (55%)	8,518	19,875	8,688	20,273	8,862	20,678	9,039	21,092	35,107	81,918	3
5	Kertayuda, I - PT Instructor-1 SEA course/sem., fringes (14.5%)	1,160		1,183		1,207		1,231		4,781		14
6	Sripraram, C. - Instructor for 1 SEA course/sem., fringes (14.5%)	1,305		1,331						2,636		14
7	Outreach Coordinator PT (7.65%)	689		702		716		731		2,838		14-15
Total Fringe Benefits		36,336	49,121	37,062	50,103	36,445	51,105	37,175	52,127	147,018	202,456	
Total Personnel & Fringe		161,321	150,529	164,546	153,539	157,114	156,609	160,257	159,741	643,238	620,418	

	Year 1	Year 2	Year 3	Year 4	Total	Page
C. TRAVEL						
Domestic						
1 NIU faculty travel to conferences	5,000	4,000	5,000	5,000	19,000	13
2 Director & Asist. Director travel to NRC meetings, year 1	1,500				1,500	36
airfare, hotel, ground transportation & per diem						
3 Director travel to AAS mtg						
Year 1- Denver; Year 2-Boston; Year 3-Seattle; Year 4-TBD)						
registration fee	250	250	250	250	1,000	13, 36
hotel \$180/night x 3 nights(Denver rate)	540	600	540	600	2,280	13, 36
\$200/night x 3 nights (Boston)						
\$180 x 3 nights (Seattle) State Department rate						
\$200night (unknown location)						
ground transportation (includes mileage and parking)	150	150	150	150	600	13, 36
airfare	400	400	400	400	1,600	13, 36
per diem \$32/day x 4 days	128	128	128	128	512	13, 36
4 University Transportation - proficiency standards workshops						
2 trips in years 2, 3 and 4		300	300	300	900	37
5 Mileage for site visits to collaborating community colleges	500	500	500	500	2,000	5
app. 60 miles RT @ \$0.545/ mile						
6 Mileage for other Outreach travel	1,000	1,000	1,000	1,000	4,000	43-47
7 Teacher Training and Community College Collaboration	2,500	2,000	2,500	2,500	9,500	36, 44-46
8 International Relations of SE Asia Workshop						
CSEAS faculty travel to CC for workshop (3 @ \$100)		300			300	6, 11
CSEAS Faculty travel to CC for Lectures (4 @ \$100)		400			400	6, 11
9 COTS						
Faculty representative and presenter - travel reimbursement	350	350	350		1,050	11
10 COTSEAL Workshop (CSEAS' 5 language instructors to attend)						
Year 1: U of W, Seattle: travel, lodging & per diem	4,110				4,110	36-37
Year 2: UW-Madison: travel & per diem		950			950	36-37
Year 3: UCLA-travel & per diem			3,250		3,250	36-37
Year 4: Michigan State-travel & per diem				1,000	1,000	36-37
Total Domestic Travel	16,428	11,328	14,368	11,828	53,952	
Foreign						
11 NIU faculty travel to SEA for conf., curriculum development	12,570	9,002	9,999	12,634	44,205	13
12 Director travel to SEA - linkages (airfare, lodging & per diem)	5,000	4,000	4,000	3,500	16,500	13
13 Curator acquisitions trip to SEA (airfare, lodging & per diem)	4,000		4,000		8,000	9
14 Library Dean to SEA - linkages (airfare, lodging & per diem)	2,000				2,000	13

		Year 1	Year 2	Year 3	Year 4	Total	Page
15	Educate Global Collaboration with College of Education						
	Year 1: Airfare, lodging & per diem for 2 faculty (CoE, CSEAS)	6,000				6,000	1-2, 50
	Years 2-4: 1 faculty & 3 student (1 month)						
	Airfare (\$1800 x 4)		7,200	7,200	7,200	21,600	1-2, 50
	Room & Board (\$1250 x 4)		5,000	5,000	5,000	15,000	1-2, 50
16	iFRET (1 faculty & 2 students for 3 weeks)						
	Airfare (\$1800 x 3)	5,400	5,400	5,400	5,400	21,600	8
	Room & Board (\$867x 3)	2,601	2,601	2,601	2,601	10,404	8
	Total Foreign Travel	37,571	33,203	38,200	36,335	145,309	8
	Total Travel	53,999	44,531	52,568	48,163	199,261	
	D. SUPPLIES						
1	Outreach, Conference & Workshop Materials and Supplies	500	500	500	500	2,000	43
2	Library Acquisitions	2,500		2,500		5,000	9, 22
3	Understanding Global Refugees via Visual & Performing Arts						
	Year 3: Supplies for traveling art exhibit			1,500		1,500	10-11, 47
4	Outreach AV supplies, service, rental, and outside conf reg	750	1,500	500	1,500	4,250	5, 44
	Total Supplies	3,750	2,000	5,000	2,000	12,750	
	E. CONTRACTUAL						
1	None						
	Total Contractual						
	F. CONSTRUCTION						
1	None						
	Total Construction						
	G. OTHER DIRECT COSTS						
1	Library Outreach to Local Community Colleges	1,500	1,500	1,500	1,500	6,000	9
2	Lao Instruction via SEASSI (collaboration with SEA NRCs)	1,000	1,000	1,000	1,000	4,000	4
3	On-line SEA Language Instruction	4,000	5,000	5,000	5,000	19,000	4, 42
	Year 1: Lao online language instruction						
	Years 2-4: 1 level of 1 language/semester-Instructor add'l pay						
4	SEAsite curricular development	2,000	2,000	250	2,000	6,250	3,4
5	Scholarships for students from MSI-CC for Online SEA courses)	500	500	500	500	2,000	5
6	Outreach Printing	900	900	900	900	3,600	46
	(Mandala newsletter, posters, program brochures, etc.)						
7	SEA Teaching Modules	2,000	2,000	2,138	2,500	8,638	1, 3, 6, 8-9, 50
	(Teacher Licensure, MSI CC, EducateGlobal, Model ASEAN)						
	Conferences/Workshops:						

		Year 1		Year 2		Year 3		Year 4		Total		Page
8	Model ASEAN Conference											
	Speaker fees/travel, participant subsidies/travel			1,000						1,000		6
	Model ASEAN - award for student coordinator on Model UN	500		500		500		500		2,000		6, 11
9	International Relations of SE Asia Workshop											
	NIU stipend for CSEAS workshop organizer			1,000						1,000		6, 11
	Comm College Faculty subsidies (7 @ \$150 ea)			1,050						1,050		6, 11
	AV Equipment Rental/Tech			50						50		6, 11
10	International Burma Conference											
	Speaker fees/travel, participant subsidies/travel					3,000				3,000		10
11	COTS											
	Student Presenter - travel reimbursement	350		350		350				1,050		11
	Professional service fee keynote speaker							2,000		2,000		11
	Subsidies for cc/hs teachers							500		500		11
12	COTSEAL Workshop (CSEAS' 5 language instructors to attend)											
	Year 1: honorarium-lang & tech specialist to present & eval.	2,500								2,500		13, 36-37
	Year 4: NIU - stipend for CSEAS workshop organizer							2,000		2,000		13, 36-37
13	Speaker funds for weekly lecture Series											
	to supplement graduate school funds for prof service fee/travel	5,000		4,000		5,000		5,000		19,000		45
14	Study Abroad Programs (CC MSI Collaboration)											
	Subsidies for CC/MSI faculty & students to attend Study Abroad											
	2 CC faculty @ \$2500 each	5,000		5,000		5,000		5,000		20,000		5, 31
	4 cc student scholarships @ \$500 each	2,000		2,000		2,000		2,000		8,000		5, 31
15	Understanding Global Refugees via Visual & Performing Arts											
	K-12 Visual & Performing Arts Curriculum Development	2,500		2,500		2,000		1,000		8,000		10-11, 47
16	Educate Global Collaboration with College of Education											
	Years 2-4: Faculty stipend			5,000		5,000		5,000		15,000		1-2, 50
17	Evaluation by external reviewer - years 1 and 2			2,000				2,000		4,000		19-21
18	Southeast Asia Crossroads Podcast Series											
	Monthly Storage Fee (SoundCloud)	180		180		180		180		720		18, 46
	Podcast - Teaching & Learning Series											
	Honorariums for host/facilitator/guests/production assistance	1,000		1,393		1,000		1,000		4,393		18, 46
	Total Other Direct	30,930		38,923		35,318		39,580		144,751		
	TOTAL DIRECT COSTS	250,000	150,529	250,000	153,539	250,000	156,609	250,000	159,741	1,000,000	620,418	
	Facilities & Administrative Costs											
	8% of MTDC	20,000	12,042	20,000	12,283	20,000	12,529	20,000	12,779	80,000	49,633	
	NRC BUDGET: Total Direct and F & A Costs	270,000	162,571	270,000	165,822	270,000	169,138	270,000	172,520	1,080,000	670,051	

FLAS FELLOWSHIPS - detailed budget		Year 1		Year 2		Year 3		Year 4		Total		
		Agency	NIU	Agency	NIU	Agency	NIU	Agency	NIU	Agency	NIU	
	NOTE: All NIU FLAS Fellowships are awarded in Less Commonly Taught Languages: Burmese, Indonesian, Khmer, Tagalog and Thai. This meets the FLAS Competitive Preference Priority											
A. GRADUATE FELLOWSHIPS												
	Academic Year: Graduate Students											
	Institutional Allowance, 7 students/AY @ \$18,000/year	126,000		126,000		126,000		126,000		504,000		
	Subsistance Allowance, 7 students/AY @ \$15,000/year	105,000		105,000		105,000		105,000		420,000		
	Tuition Remission for Graduate AY fellowships											
	Estimate 7 per year @ \$357/semester hour		44,982		44,982		44,982		44,982		179,928	
	Summer: Graduate Students											
	Institutional Allowance, 5 students @ \$5,000 ea.	25,000		25,000		25,000		25,000		100,000		
	Subsistance Allowance, 5 students @ \$2,500 ea.	12,500		12,500		12,500		12,500		50,000		
	Tuition Remission for summer semester following AY fellowship											
	Estimate 2 per year @ \$357/semster hour		4,284		4,284		4,284		4,284		17,136	
	SUBTOTAL GRADUATE FLAS FELLOWSHIPS	268,500	49,266	268,500	49,266	268,500	49,266	268,500	49,266	1,074,000	197,064	
B. UNDERGRADUATE FELLOWSHIPS												
	Academic Year: Undergraduate Students											
	Institutional Allowance, 4 students/AY @ \$10,000/year	40,000		40,000		40,000		40,000		160,000		
	Subsistance Allowance, 4 students/AY @ \$5,000/year	20,000		20,000		20,000		20,000		80,000		
	Summer: Undergraduate Students											
	Institutional Allowance, 3 students @ \$5000 ea.	15,000		15,000		15,000		15,000		60,000		
	Subsistance Allowance, 3 students @ \$2,500 ea.	7,500		7,500		7,500		7,500		30,000		
	SUBTOTAL UNDERGRADUATE FLAS FELLOWSHIPS	82,500		82,500		82,500		82,500		330,000		
	TOTAL GRADUATE AND UNDERGRADUATE FLAS FELLOWSHIPS	351,000	49,266	351,000	49,266	351,000	49,266	351,000	49,266	1,404,000	197,064	